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ABSTRACT

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area D of the Detroit schools. Two principals completed a survey, and indicated the clear belief that the program boosted student achievement. Students who completed questionnaires (n=174) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=35) generally thought (88 to 100%) that the program raised student achievement. Three ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas that could be improved and made recommendations for the program's continuation. These included the fostering of a school-within-a-school environment, continuing block scheduling, continuing to create clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. In Grade 10, however, the discontinuation rate increased, suggesting that the program should be extended to grade 10. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

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ED 418 169

EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

AREA D

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

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December, 1997

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HIGHLIGHTS

OF THE

NINTH GRADE RESTRUCTURING PROGRAM

Area D

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evalulator
Research and Evaluation Specialists, Inc.

October, 1997

HIGHLIGHTS
OF THE
NINTH GRADE RESTRUCTURING PROGRAM
AREA D

This is the second year evaluation of the program. Data were collected from principals, Ninth Grade Administrators, teachers, students and the district's AS400 information system.

Two (2) principals commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to ten (10) of the statements. The mean average of all the statements is ninety-two percent (92%).

Organizational changes described by the principals are as follows: teaming, team teaching, block scheduling, and flexible scheduling.

Major concerns as indicated by the principals are as follows: teachers must vary their teaching styles and need continued in-service training.

Changes that would improve implementation as indicated by principals are as follows: more parental involvement, more resources for the schools, more time for individual planning.

Thirty-five (35) teachers commented on nineteen (19) statements dealing with the total program. Eighty-eight to one hundred percent (88% to 100%) of the staff responded "Strongly Agree" or "Agree" to seventeen (17) of the statements. The mean average of all the statements is ninety percent (90%).

Organizational changes as indicated by the teachers are as follows: block classes with the same teachers, team teaching and flexible scheduling.

Major concerns as indicated by the teachers are as follows: limited funds, lack of students' reading skills, student attendance, and being creative, innovative and interesting.

Changes that would improve implementation as indicated by teachers are as follows: block scheduling, common prep period, team teaching, and involve more parents with the program.

One hundred seventy-four (174) students commented on twenty (20) statements dealing with the total program. Eighty-two to eighty-seven percent (82% to 87%) of the students responded "Agree" or "Strongly Agree" to eleven (11) of the statements. "Attended school regularly" received 77 percent favorable responses; "the program helped us to get along with adults" received 78 percent favorable responses; and "developed better self-discipline" received 79 percent favorable responses. The mean average of all the statements is eighty percent (80%).

Things that were liked best about the program as indicated by the students are as follows: it gave me more experience, it helped me get along with other people, and helped me to prepare for college.

Things that were liked least about the program as indicated by the students are as follows: all my needs were not met, poor attitude of students and some teachers, and not getting involved in school activities.

Three (3) Ninth Grade Administrators commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements, the two statements with less than a 100 percent favorable response rate were: "helping students develop worthwhile priorities and attend school regularly" received 67 percent favorable response. The mean average of all the statement is ninety-five percent (95%).

Organizational changes that occurred as indicated by Ninth Grade Administrators are as follows: organized into smaller units, block scheduling, team teaching and flexible scheduling.

Major concerns as indicated by the Ninth Grade Administrators are as follows: interdisciplinary learning for all students, teachers still rely on traditional teacher-centered practices, and teachers fear change.

Changes that would improve implementation as indicated by the Ninth Grade Administrators are as follows: flexibility to schedule smaller classes, develop a resource reading laboratory, improve parental involvement, common teacher prep period, and improve academic performance.

Ninth grade data indicate that there were 1726 Area D incoming 9th grade students enrolled during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Four hundred nineteen (419) students (24.16%) left school during the school year. One hundred twenty (120) of these students (6.95%) transferred to another school system or attended night school and two hundred ninety-nine (299) students (17.32%) discontinued their education.

Ninth grade data indicate that there were 1610 Area D incoming 9th grade students enrolled during the 1995-96 school year (First year with the Ninth Grade Restructuring Program). Three hundred eight (308) students (19.13%) left school during the school year. Eighty-one (81) of these students (5.03%) transferred to another school system or attended night school and two hundred twenty-seven (227) students (14.10%) discontinued their education.

Ninth grade data indicate that there were 1397 Area D incoming 9th grade students enrolled during the 1996-97 school year (Second year with Ninth Grade Restructuring Program). Ninety-four (94) students (6.72%) left school during the year. Thirty-eight (38) students of these students (2.72%) transferred to another school system or attended night school and fifty-six (56) students (4.00%) discontinued their education.

In summary, among incoming Grade 9 students, transferring students decreased from 6.95% (1995), to 5.03% (1996), to 2.72% (1997); students discontinuing their education decreased from 17.32% (1995), to 14.10% (1996) to 4.00% (1997).

Ninth grade data indicate that there were 640 Area D ninth grade students who were repeating courses during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Three hundred sixty-six (366) students (57.18%) left school during the school year. One hundred thirty-one (131) of these students (20.47%) transferred to another school system or attended night school and two hundred thirty-five (235) students (36.72%) discontinued their education.

Ninth grade data indicate that there were 578 Area D ninth grade students who were repeating courses during the 1995-96 school year (First year with the Ninth Grade Restructuring Program). Two hundred seventy-three (273) students (47.23%) left school during the school year. Sixty-four (64) of these students (11.07%) transferred to another school system or attended night school and two hundred nine (209) students (36.16%) discontinued their education.

Ninth grade data indicate that there were 472 Area D ninth grade students who were repeating courses during the 1996-97 school year (Second year with the Ninth Grade Restructuring Program). Seventy-three (73) students (15.43%) left school during the school year. Thirty-six (36) of these students (7.61%) transferred to another school system or attended night school and thirty-seven (37) students (7.82%) discontinued their education.

In summary, among Grade 9 students repeating courses, transferring students decreased from 20.47% (1995), to 11.07% (1996), to 7.61% (1997); students discontinued their education decreased from 36.72% (1995), to 36.16% (1996) to 7.82% (1997).

An attempt was made to compare the tenth grade students who were involved with the Ninth Grade Restructuring Program with the students who were not exposed in the program.

Tenth grade data indicated that there were 1286 Area D tenth grade students enrolled during the 1995-96 school year (Not exposed to the Ninth Grade Restructuring Program). Seventy-three (73) students (5.68%) left the school during the school year. Twenty-three (23) of these students (1.79%) transferred to another system or attended night school, and fifty (50) students (3.89%) discontinued their education.

Tenth grade data indicated that there were 1070 Area D tenth grade students enrolled during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). Seventy (70) of these students (6.54%) left school during the school year. Twenty (20) of these students (1.87%) transferred to another school system or attended night school and fifty (50) students (4.67%) discontinued their education.

In summary, among newly promoted Grade 10 students, transferring students increased from 1.79% (1996) to 1.87% (1997); students discontinuing their education increased from 3.89% (1996) to 4.67% (1997).

Tenth grade data indicated that there were 414 Area D tenth grade students who were repeating courses during the 1995-96 school year (Not exposed to the Ninth Grade Restructuring Program).

Fifty-three (53) students (12.80%) left school during the school year. Seventeen (17) of these students (4.11%) transferred to another school system or attended night school and thirty-six (36) students (8.69%) discontinued their education.

Tenth grade data indicate that there were (242) Area D students who were repeating courses during the 1996-97 school year (Not Exposed to the Ninth Grade Restructuring Program). Forty-eight (48) students (19.83%) left school during the school year. Nineteen (19) of these students (7.85%) transferred to another school system or attended night school and twenty-nine (29) students (11.98%) discontinued their education.

In summary, among Grade 10 students repeating courses, transferring students increased from 4.11% (1996) to 7.85% (1997); students discontinued their education increased from 8.69% (1996) to 11.98% (1997).

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area D schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Decreased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased
f.	MAT Mathematics	-	Decreased	Decreased
g.	Educational Status*	-	Decreased**	Decreased**

Four out of seven variables showed improvement and three did not show improvement for 1995 vs. 1996. Four out of seven variables showed improved and three did not show improvement for 1995 vs. 1997.

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*Students leaving school (discontinued their education).

**It shows improvement.

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area D schools having ninth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Remained the same
f.	MAT Mathematics	-	Remained the same
g.	Educational Status*	-	Increased**

Two out of seven variables showed improvement, four variables remained the same, and one declined for 1996 vs. 1997.

Recommendations include: create a school-within-a-school environment, expand the homeroom teacher concept, institute two-hour block scheduling, create a cluster of students to remain together for several classes, sensitize teachers to 9th grade students, offer special programs, provide district-wide forums for Ninth Grade Administrators, increase support staff, and improve parental involvement.

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*Students leaving school (discontinued their education).
**It does not show improvement.

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PROGRAM FACTS

Name of Program : 1996-97 Ninth Grade Restructuring Program - Area D

Funding Year : 1996-97

Purpose of Program : The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of students.

Features of Program : Instructional and direct non-instructional services, such as social worker, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; parents' involvement in instructional and non-instructional activities with their children.

Funding Source : 31a State funds and Title 1 (See Appendix A)

Funding Level : \$2,777,118 - 31a and Title 1 9th Grade Restructuring Allocation

Ninth Grade Enrollment : 1,869 students during the 1996-97 school year

Number and Level of Participants :

Area D, 1994-95 Grade 9 Students (Before the Program)

1. Ninth Grade incoming students during the school year	1,726	(73%)
2. Ninth Grade students repeating courses during the school year	640	(27%)
Total	2,366	(100%)

Area D, 1995-96 Grade 9 Students (First Year Program)

1. Ninth Grade incoming students during the school year	1,610	(74%)
2. Ninth Grade students repeating courses during the school year	578	(26%)
Total	2,188	(100%)

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Area D. 1996-97 Grade 9 Students (Second Year Program)

1. Ninth Grade incoming students during the school year	1,397	(75%)
2. Ninth Grade students repeating courses during the school year	472	(25%)
Total	1,869	(100%)

Area D. 1995-96 Grade 10 Students (Not Exposed to the Ninth Grade Program)

1. Tenth Grade incoming students during the school year	1,286	(76%)
2. Tenth Grade students repeating courses during the school year	411	(24%)
Total	1,697	(100%)

Area D. 1996-97 Grade 10 Students

1. Tenth Grade incoming students during the school year (Exposed to the Ninth Grade Program)	1,070	(82%)
2. Tenth Grade students repeating courses during the school year (Not Exposed to the Ninth Grade Program)	242	(18%)
Total	1,312	(100%)

Number and Level of Schoos in Program : Area D: Beaubien M.S., Boykin H.S., Central H.S., Detroit H.S., Hampton M.S., Mumford H.S and Northern H.S.

Staffing Pattern : Teachers, administrators and support staff from the regular school

Instructional Time : Regular hours - six hours per day

Equipment and Materials : Same equipment and materials used during the regular school year

First Year Funded : 1995-96

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EVALUATION
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM AREA D

Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the number of students leaving school and increase the graduation rate of students.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social workers, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Methodology

Process Evaluation - The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals ninth grade administrators, teachers and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Project Evaluator.

Product Evaluation - Data on grade point averages, attendance, credit hours, academic achievement and the educational status* of students were collected for 1994-95 (Before the Program), 1995-96 (First Year Program), and 1996-97 (Second Year Program) ninth grade students. Also, the same data were collected for the 1995-96 (Not Exposed to the Ninth Grade Program) and 1996-97 (Second Year with the Ninth Grade Program) tenth grade students. Post data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

Separate reports will be prepared for each Area and one consolidated report of all areas. Also, a report of programs suggested by the Ninth Grade Administrators as being successful will be prepared for distribution to all schools having 9th grade students.

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*Students leaving school: a. Discontinued their education
b. Continued their education in night school or another school system

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Findings

A. Principals' Perceptions of the Program

Two (2) principals commented on twelve (12) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. Then the statements were grouped into nine (9) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the principals for the items in each category. There were eight (8) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading, mathematics and science (100%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (100%)
- preventing students from dropping out of school (100%)
- helping students develop worthwhile priorities and attend school regularly (50%)
- developing self-discipline, and responsibility for one's own actions and developing students' ability to work cooperatively with others. (100%)

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Fifty percent (50%) of the principals responded "Strongly Agree" or "Agree" to the other two (2) of the statements.

The mean average of all the statements' "Strongly Agree" and "Agree" is ninety-two percent (92%).

Open-Ended Questions

In the first question, the principals were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- using in-service training
- having staff meeting
- assigning teachers to teach ninth grade students
- meeting and planning the instructional program

In the next question, the principals were asked to state *the teaching strategies would be found in the Ninth Grade Restructuring classroom*. They responded as follows:

- interdisciplinary teaming
- collaborating with each other (2)

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The next question asked, *if any organizational change(s) occurred in your school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- team teaching
- peer mentoring
- flexible scheduling
- block scheduling
- teaming

In the next question, the principals were asked, *"what if any, were your major concerns about the delivery of instruction by your teachers of Grade 9 students?"* Their responses follow:

- teachers have to be sensitive to the needs of the children
- staff needs continued in-service training
- scheduling and planning for interdisciplinary/integrated learning
- teachers must vary their teaching styles

The principals were asked to indicate *the reactions of the different stakeholders about the Ninth Grade Restructuring Program.* Following are some of their responses:

Students:

- students have improved their achievement in reading, science and mathematics
- attendance improved

Teachers:

- teachers are involved in the total program
- teachers are involved in the Ninth Grade Restructuring

Parents:

- parents appear to be pleased with the program **(2)**
- scheduled meetings

In the next question, the principals were asked, *"what changes would improve the implementation of the Ninth Grade Restructuring Program?"* They responded as follows:

- there needs to be more resources for the schools
- need more time for teachers to have individual planning time
- anticipate that block scheduling and school-wide planning for interdisciplinary/ integrated teaching will be of special benefit

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Principals were asked, *"for you, what have been the major challenges of the Ninth Grade Restructuring Program?"* Their responses follow:

- time for teachers to confer with each other regarding instructional strategies
- improving attendance
- time for staff in-service training

Finally, the principals were asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?"* They responded as follows:

- parental component must take an active role
- parental involvement is increasing every year

B. Teachers' Perceptions of the Program

Thirty-five (35) teachers commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into thirteen (13) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the teachers for individual items. There were eight (8) open-ended questions for which their opinions were solicited.

- I received sufficient information regarding the program (88%)

- the program was successful in raising student achievement

  a. reading (89%)
  b. mathematics (91%)
  c. science (89%)

- the program was successful in raising student awareness

  a. high school requirements (100%)
  b. high school expectations (88%)

- the program was successful in developing students'

  a. ability to work cooperatively with others (97%)
  b. self-discipline and responsibility for one's own actions (88%)
  c. the ability to work independently (94%)
  d. worthwhile priorities (88%)

- the program was successful in encouraging parents to be involved in their child's learning (83%)

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- parents received sufficient advance notification about the Ninth Grade Restructuring Program (88%)
- teachers received sufficient information for the implementation of the Ninth Grade Restructuring Program (88%)
- ninth grade students attended school regularly (80%)
- the program was successful in preventing students from dropping out of school (89%)
- I feel the program will result in improved achievement (89%)
- teachers feel the program will result in improved achievement (88%)
- I am supportive of the Ninth Grade Restructuring Program (100%)
- teachers seem to be supportive of the Ninth Grade Restructuring Program (94%)

Eighty-eight to one hundred percent (88% to 100%) of the staff "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Eighty to eighty-three percent (80% to 83%) of the teachers "Strongly Agreed" or "Agreed" to the other two (2) statements.

The mean average of all the statements "Strongly Agreed" or "Agreed" is ninety percent (90%).

Open-Ended Questions

In the first question, the teachers were asked to indicate *the strategies that would be found in the Ninth Grade classrooms in their school.* They responded as follows:

- cooperative learning **(18)**
- peer editing of writing
- team projects
- student-centered intervention **(3)**
- hands-on-activities **(5)**
- information and demonstration activities
- independence practice
- authentic method of instruction **(3)**
- peer counseling
- peer tutoring

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In the next question, the teachers were asked to indicate *any organizational change(s) that occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- flexible scheduling **(3)**
- team teaching **(10)**
- block scheduling **(6)**

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to the ninth graders.* They responded as follows:

- poor student attendance
- new ninth grade students should not be in the same class of repeating ninth grade students
- limited funds
- being creative, innovative and interesting
- keeping students focused
- helping teachers to understand the diversity of students
- attendance and low expectations of students
- students have little or no motivation
- handling discipline students

The teachers were asked to indicate *the reactions of the stakeholders about the Ninth Grade Restructuring Program.* They responded as follows:

Students:

- increase their expectations
- students feel privileged and special
- students have responded positively
- students are enthusiastic
- students are more cooperative

Teachers:

- teachers are very energetic
- teachers are motivated
- teachers are enthusiastic
- open and eager to change
- teachers feel more empowered

Parents:

- parents appear to be enthusiastic
- parents appreciate the added support

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- parents are more open and interested
- parents are more involved

Administrators:

- administrators are committed, concerned and involved
- administrators have a positive view of the program
- administrators are quite supportive
- administrators are confident about the program
- administrators are favorable
- administrators have been both cooperative and supportive
- administrators have less behavior problems

Teachers were asked to indicate *the changes that would improve the implementation of the Ninth Grade Restructuring Program*. They responded as follows:

- block scheduling
- common preparation period
- team teaching
- involve more parents in the program
- more student and teacher input

- teachers that would like to teach 9th graders
- strong, inspirational and innovative leader
- more team teaching and flexible scheduling

In the next question, the teachers were asked to indicate *what have been the major challenges of the Ninth Grade Restructuring Program*. Their responses follow:

- positive parental involvement
- chronic absenteeism
- student apathy and lack of basic skills
- getting support of department heads
- keeping students on track
- creating lessons of 'interest' for my students
- meeting the challenge of effectively instructing, guiding, mentoring, understanding and dealing with a typical ninth grader

In the final question, the teachers were asked to indicate *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program*. They responded as follows:

- getting parents involved in the school
- lack of parental support
- parents have been cooperative and supportive

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- informing parents of the rules and regulations of the program
- contacting parents
- parents have been supportive and polite
- poor parental turnout for conferences

C. Students' Perceptions of the Program

One hundred seventy-four (174) students commented on twenty (20) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into eleven (11) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the students for individual items. There were two (2) open-ended questions for which their opinions were solicited.

- satisfied with the services received from the program (82%)
- teachers appeared to be sincerely concerned about me (76%)
- was given homework daily in most of my classes (67%)
- received help from my teachers when I needed it (77%)
- services offered by the counselor were very helpful (83%)
- administrator appeared to be sincerely concerned about me (82%)

- the program was successful in improving students'
  - a. work habits (87%)
  - b. attitudes toward learning (75%)
  - c. reading skills (86%)
  - d. mathematics skills (86%)
  - e. science skills (82%)
  - f. ability to work cooperatively with others (87%)

- completed assigned tasks (82%)
- raised awareness of high school requirements (83%)
- developed better self-discipline (79%)

- the program helped us to
  - a. get along with other students (74%)
  - b. get along better with adults (78%)
  - c. feel better about ourselves (86%)
  - d. feel better about school (76%)
  - e. attend school regularly (77%)

Eighty-two to eighty-seven percent (82% to 87%) of the students "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

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Sixty-seven to seventy-seven percent (67% to 77%) of the students “Agreed” or “Strongly Agreed” to the other nine (9) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is eighty percent (80%).

Open-Ended Questions

In the first question, the students were asked to indicate *what they liked best about the program*. They responded as follows:

- teachers taking more time to help us
- teachers having been very helpful
- knowing each other better and making new friends
- helping me to understand my subjects
- preparing me for college
- program has challenged me more than usual
- preparing me for the world
- getting individual help from teachers

In the second question, the students were asked to indicate *what they liked least about the program*. They responded as follows:

- lack of cooperation for our counselor
- getting stuck with the same students
- following the same group all day
- not getting enough involved in activities

D. Ninth Grade Administrators' Perceptions of the Program

Three (3) Ninth Grade Administrators commented on twelve (12) different statements dealing with the total program. The statements were grouped into eight (8) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the Ninth Grade Administrators for each item in the category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

• raising students' achievement in reading	(100%)
• raising students' achievement in mathematics	(100%)
• raising students' achievement in science	(100%)
• raising 9th Grade students' awareness of high school requirements	(100%)
• encouraging parents to be involved in their child's learning	(100%)
• preventing students from dropping out of school	(100%)

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- helping students to develop worthwhile priorities and attend the school regularly (67%)
- developing self-discipline and responsibility for one's own actions and developing students' ability to work cooperatively with others (100%)

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Sixty-seven percent (67%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to the other two (2) statements.

The mean average of all the positive statements is ninety-five percent (95%).

Open-Ended Questions

In the first question, the Ninth Grade administrators were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- organizing ninth grade teams
- planning sessions and conferences
- orientation for support staff and parents
- teachers in-service training
- weekly meetings with the teams
- communicating to staff in staff meeting

In the next question, the Ninth Grade administrators were asked to indicate *the teaching strategies that would be found in the Ninth Grade classrooms in their schools*. They responded as follows:

- interdisciplinary teaching/projects
- student-centered instruction
- specialized support for students
- technology implementation of the curriculum

The Ninth Grade administrators were asked to state *if any organizational change(s) occurred in their school as a result of the Ninth Grade Restructuring Program*. They responded as follows:

- team teaching
- flexible scheduling
- block scheduling
- teaming
- technology across the curriculum

The Ninth Grade administrators were asked *if they were going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98.* Their responses follow:

- looping and teaming process
- technology will be implemented
- offer tutoring
- offer more counseling

The Ninth Grade administrators were asked to state *if they had any concerns about the delivery of instruction of their Ninth Grade teachers.* They responded as follows:

- lack of resources for in-service training
- bring the departments into teaming process
- interdisciplinary learning for all students
- teachers fear change

The Ninth Grade administrators were asked to state *the reactions of the following stakeholders about the Ninth Grade Restructuring Program.* Their responses follow:

Students:

- some students welcomed the extra attention
- some aspects of the program helped me greatly
- raising achievement in reading, science and mathematics

Teachers:

- some teachers are very exciting
- involved in the implementation process
- teachers met monthly to discuss curriculum issues

Parents:

- parents are aware of the program
- parents welcome the support

The Ninth Grade administrators were asked to state *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- workshops on how to increase parental involvement
- workshops for teachers
- central office support and involvement
- more involvement of parents at school meetings

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The Ninth Grade administrators were asked to indicate *what has been the major challenge for them of the Ninth Grade Restructuring Program.* They responded as follows:

- conflict between home and school regarding the importance of attending school
- improving student attendance/truancy
- having time to meet with the ninth grade team

Finally, the Ninth Grade administrators were asked to state *what have been the challenges with the parental component of the Ninth Grade Restructuring Program.* Their responses follow:

- getting parents to school to help their children
- collaborating with parents

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.1 to 2.7
- Area's grade point average is 1.6
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.8
- Area's grade point average is 1.7
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 2.8
- Area's grade point average is 1.7
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 73% to 96%
- Area's daily attendance average is 81%
- District's daily attendance average is 77%

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*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

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2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 94%
- Area's daily attendance average is 82%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 71% to 100%
- Area's daily attendance average is 82%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 34.1 to 77.1
- Schools' average credit hours earned ranged from 14.3 to 74.1
- Area's average of credit hours attempted is 46.7
- Area's average of credit hours earned is 36.7
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 31.5 to 78.8
- Schools' average credit hours earned ranged from 24.0 to 75.9
- Area's average credit hours attempted is 46.6
- Area's average credit hours earned is 39.1
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 21.3 to 77.8
- Schools' average credit hours earned ranged from 21.3 to 77.0
- Area's average credit hours attempted is 47.3
- Area's average credit hours earned is 45.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.0 to 10.1
- Area's GME average is 7.3
- District's GME average is 7.6
- National GME average is 9.7

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2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 10.1
- Area's GME average is 7.2
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.9 to 9.3
- Area's GME average is 7.1
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.2 to 7.7
- Area's GME average is 7.0
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.2 to 9.0
- Area's GME average is 6.8
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 7.8
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

- Schools' discontinued average rate ranged from 8.33% to 51.61%
- Area's discontinued rate is 17.32%
- District's discontinued rate is 18.28%

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2. Incoming 9th Grade Students Leaving School* (1996)
    - Schools' discontinued average rate ranged from 3.87% to 50.00%
    - Area's discontinued rate is 14.10%
    - District's discontinued rate is 11.70%

3. Incoming 9th Grade Students Leaving School* (1997)
    - Schools' discontinued average rate ranged from 0.00% to 8.00%
    - Area's discontinued rate is 4.00%
    - District's discontinued rate is 5.14%

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)
    - Schools' discontinued average rate ranged from 0.00% to 70.00%
    - Area's discontinued rate is 36.72%
    - District's discontinued rate is 42.79%

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)
    - Schools' discontinued average rate ranged from 0.00% to 66.67%
    - Area's discontinued rate is 36.16%
    - District's discontinued rate is 34.72%

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)
    - Schools' discontinued average rate ranged from 0.00% to 26.67%
    - Area's discontinued rate is 7.82%
    - District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area D schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Decreased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased
f.	MAT Mathematics	-	Decreased	Decreased

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g. Educational Status*	-	Decreased**	Decreased***

Four out of seven variables showed improvement and three did not show improvement for 1995 vs. 1996. Four out of seven variables showed improvement and three did not show improvement for 1995 vs. 1997.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.4 to 2.9
- Area's grade point average is 1.8
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.2 to 2.1
- Area's grade point average is 1.8
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 79% to 87%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 73% to 91%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 36.1 to 79.6
- Schools' average credit hours earned ranged from 34.7 to 79.1
- Area's average of credit hours attempted is 51.1
- Area's average of credit hours earned is 49.5
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

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*Students leaving school (discontinued their education).

**It shows improvement.

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2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 31.5 to 78.8
- Schools' average credit hours earned ranged from 28.7 to 78.3
- Area's average credit hours attempted is 53.3
- Area's average credit hours earned is 51.1
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 10.3
- Area's GME average is 8.3
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.2 to 10.2
- Area's GME average is 7.8
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 9.9
- Area's GME average is 8.3
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.9 to 8.8
- Area's GME average is 7.8
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 0.00% to 23.27%
- Area's discontinued rate is 3.89%
- District's discontinued rate is 3.18%

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2. **Incoming 10th Grade Students Leaving School* (1997)**
   (Exposed to the Ninth Grade Program)

   - Schools' discontinued average rate ranged from 0.00% to 26.47%
   - Area's discontinued rate is 4.67%
   - District's discontinued rate is 3.98%

3. **Tenth Grade Students (Repeating Courses) Leaving School* (1996)**
   (Not Exposed to the Ninth Grade Program)

   - Schools' discontinued average rate ranged from 0.00% to 100.00%
   - Area's discontinued rate is 8.69%
   - District's discontinued rate is 16.22%

4. **Tenth Grade Students (Repeating Courses) Leaving School* (1997)**
   (Not Exposed to the Ninth Grade Program)

   - Schools' discontinued average rate ranged from 0.00% to 46.43%
   - Area's discontinued rate is 11.98%
   - District's discontinued rate is 15.87%

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area D schools having tenth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Remained the same
f.	MAT Mathematics	-	Remained the same
g.	Educational Status*	-	Increased**

Two out of seven variables showed improvement, four variables remained the same, and one declined for 1996 vs. 1997.

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Recommendations

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
    - create a school within-a-school environment
    - expanding the role of a homeroom teacher to include mentor and personal guide;
    - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
    - creating clusters of students who remain together for several classes and thus can offer each other support;
    - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.
- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.
- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:
    - schedule visits to the high schools by small groups of incoming students.
    - assign a high school student to mentor each new student.
    - have a middle school student shadow a high school student to learn what a high school day is like.
    - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

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*Students leaving school (discontinued their education).

**It does not show improvement.

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  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

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- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10th grade.

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1996-97 NINTH GRADE RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort is to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**
- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**
- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of the Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

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[1] Ninth Grade Restructuring Task Force, Spring, 1995

The guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the ***Funding Team*** explored funding options and identified those areas in the recommendations that could be addressed with Section 31a at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31a funds to address at-risk ninth grade students. Each high school was to receive a Section 31a allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan.**

Detroit's Ensuing Ninth Grade Restructuring Plan (1995-96)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1996. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools added one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools articulated the need for additional teachers. Some will added social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools participated in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands-on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who are to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

Allowable Costs

Costs payable with Section 31a funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)
- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1996-97 Ninth Grade Restructuring Program based on staff and student perceptions is presented. This report represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Assessment.

LITERATURE REVIEW[2]

A literature review was conducted as part of the 1996-97 Ninth Grade Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs. The Literature Review will be found in Appendix L.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program. Results of this evaluation are to be used by central, area and school staff members for purpose of program planning.

METHODOLOGY

Process Evaluation

The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals and the teaching staff. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Office of Research, Evaluation and Assessment.

Product Evaluation

Data on grade point averages, attendance, credit hours, academic achievement and dropouts were collected for 1994-95, 1995-96, and 1996-97 ninth grade students and 1995-96 and 1996-97 tenth grade students. Post for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996, and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

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[2] See Bibliography Sources in Appendix L. ERIC search abstracts were used for some of the data.

PRESENTATION AND ANALYSIS OF PROCESS DATA

AREA D. PRINCIPALS' PERCEPTIONS OF THE PROGRAM

Two (2) surveys were returned by the principals who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which his opinions were solicited.

TABLE 1
PRINCIPALS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

		Number of Responses		Percent of Positive Responses
	Statements	Total	Positive	
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	2	2	100%
b.	raising students' achievement in mathematics.	2	2	100
c.	raising students' achievement in science.	2	2	100
	raising incoming 9th Grade students' awareness of high school requirements.	2	2	100
e.	raising students' awareness of high expectations.	2	2	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	2	2	100
g.	developing students' ability to work cooperatively with others.	2	2	100
h.	encouraging parents to be involved in their child's learning.	2	2	100
i.	helping students attend school regularly.	2	1	50
j.	helping students develop worthwhile priorities.	2	1	50
k.	developing students' ability t work independently.	2	2	100
l.	preventing students from dropping out of school.	2	2	100

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Fifty percent (50%) of the principals responded "Strongly Agree" or "Agree" to the other two (2) of the statements.

Mean average of the statements "Agreed" or "Strongly Agreed" is ninety-two percent (92%).

Open-Ended Questions

The principals were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* They responded as follows:

> "The staff was prepared by in-service. The staff has been instructed to focus on the core curriculum and the MEAP objectives."

> "Northern staff were prepared for the Ninth-Grade Restructuring Program through staff meetings and through in-service training sessions. During the 1995-96 school year, ninth grade staff had been involved in numerous strategies designed to promote an atmosphere which was supportive of ninth grade students. A core of teachers was assigned to teach ninth grade classes. These teachers met to plan the instructional program for their students and to discuss what additional supports students appeared to need. Intervention strategies were continued during the 1996-97 school year."

In the next question the principals were asked, *what teaching strategies would you find in Ninth Grade classrooms in your school?* They responded as follows:

> "Interdisciplinary teaming – teachers collaborating with each other to blend their teaching."

> "Teaching strategies which one would find in ninth grade classrooms of Northern would be cooperative learning and interdisciplinary projects (e.g. math/science projects). During the current year, ninth grade staff visited a number of schools to investigate block-scheduling. The recommendation to have a 110 minute instructional block for ninth grade academic classes was presented to the total staff. This recommendation was accepted for the 1997-98 school year. During the summer of 1997, ninth grade staff will receive in-service training relevant to teaching in an instructional block. The extended instructional time will permit integrated learning, team teaching, project-oriented learning, cooperative learning, etc."

Principals were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* Their responses follow:

> "Team teaching, interdisciplinary teaching, teaming/teaching, flexible scheduling, and peer mentoring."

> "Block scheduling was investigated during the current year and adopted for the 1997-98 school year. Flexible scheduling will be adopted for some staff during the 1997-98 school year in order to facilitate the delivery of student support (e.g. Media specialists will be on flexible schedules, as will educational technicians who assist students in utilizing

technology for learning.) Ninth grade staff have received training concerning teaming during the current year. Next year, staff will work in four-person teams for the purpose of focusing upon interdisciplinary/integrated learning."

The principals were asked, ***are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?*** **Their responses follow:**

"For the 1997-98 school year, the current ninth grade staff will remain with their students, teaching them in their tenth grade year. It is hoped that this procedure will provide continuity of instruction for current ninth graders. Current ninth grade staff have been working with consultants relevant to 9^{th}-10^{th} grade 'looping'. Staff will continue to team with optimal groups of four staff members planning the instruction of their shared students."

Principals were asked, ***what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?*** **Their responses follow:**

"Teachers need to be more sensitive to the needs of children."

"Staff needs continued training relevant to student-oriented instructional procedures (e.g. cooperative learning). Also, administrative staff, particularly department heads are being coached to work with their instructional staffs in scheduling and planning for interdisciplinary/integrated learning."

The principals were asked, ***what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?*** **They responded as follows:**

"Evaluation instruments reveal that most stakeholders believe that the Ninth Grade Restructuring Program, while still evolving, is providing assistance and needed support for ninth grade students. Data also indicate that the program is impacting grade point averages and student code violations."

a. students:

"Students appear to be profiting from the focused attention and have improved their achievements in reading, science and math. Attendance is also improved."

b. teachers:

"Teachers are involved in the total school restructuring program. They are also totally involved in the Ninth Grade Restructuring Program."

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c. parents:

"Parents appear to be pleased with the scheduled meetings to discuss students' progress."

In the next question, the principals were asked, ***what changes would improve the implementation of the Ninth Grade Restructuring Program?*** **They responded as follows:**

"There needs to be more resources for schools that are not high schools. If this program is to work additional resources are needed to provide more time for teachers to have individual planning time and time to confer with parents. Teachers cannot effectively plan and have a conference with parents at the same time."

"The changes which Northern has planned for the 1997-98 school year will enhance program implementation. I anticipate that the block scheduling of ninth grade academic classes and the school-wide planning for interdisciplinary/integrated learning will be of special benefit. Also, continued student support such as mentoring programs, tutoring programs, and psychological/social service support will be invaluable."

Principals were asked, ***for you, what have been the major challenges of the Ninth Grade Restructuring Program?*** **Their responses follow:**

"The major challenges are time for teachers to confer with each other regarding changes needed and instructional strategies. A major problem that needs to be addressed is improving attendance. A major problem that needs to be addressed is improving attendance. Parents need to understand the importance of daily attendance. The school district needs to focus publicly on attendance problems with the city, merchants, etc. This is a community problem and cannot be solved my the school alone."

"The major challenges of the Ninth Grade Restructuring Program have been to make time for the staff training needed to introduce systemic change. With constraints relevant to the required number of instructional hours which must be provided for high school students, it is difficult to schedule staff training at times which staff will be most receptive and responsive."

Finally, the principals were asked, ***what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?*** **They responded as follows:**

"Parents do not always see the urgency of coming to school to discuss high school age students. Many parents only respond to crisis type situations. The parental component of the Ninth Grade Restructuring Program is a failure at this point and needs a complete revision. Parents must take an active role in this partnership."

"While parent involvement has not been as great as we would wish it to be, it has been increasing with every year of the Ninth Grade Restructuring Program. Of particular assistance to Northern has been the Parent Center. Designed to involve parents in the life of the school, the Parent Center has been instrumental in contacting parents and encouraging parents to become involved in their children's education. The Parent Center volunteers maintain a roster of all parents who visit the school and contact parents to encourage their participation in school activities, committees, etc."

AREA D. TEACHERS' PERCEPTIONS OF THE PROGRAM

Thirty-five (35) surveys were returned by the teachers who taught in the 1996 Ninth Grade Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also seven (7) open-ended questions for which their opinions were solicited.

TABLE 2
TEACHERS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

		Statements	Number of Responses Total	Positive	Percent of Positive Responses
1.	I received sufficient information about the Ninth Grade Restructuring Program.		35	30	88%
2.	Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.		35	30	88
3.	The Ninth Grade Restructuring Program was successful in:				
	a	raising students' achievement in reading.	35	31	89
	b.	.raising students' achievement in mathematics.	35	32	91
	c.	raising students' achievement in science.	35	31	89
	d.	raising students' awareness of high school requirements.	35	35	100
	e.	raising students' awareness of high school expectations.	35	30	88
	f.	developing students' ability to work independently.	35	33	94
	g.	developing students' ability of students to work cooperatively with others.	35	34	97
	h.	developing self-discipline and responsibility for one's own actions and accomplishments.	35	30	88
	i.	encouraging parents to be involved in their child's learning	35	29	83

TABLE 2 (CONT'D)

TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses		Percent of Positive Responses
		Total	Positive	
j.	helping students develop worth-while priorities.	35	30	88%
k.	helping students to attend school regularly.	35	28	80
l.	preventing students from dropping out of school.	35	31	89
4.	I feel that Ninth Grade Restructuring Program will result in improved achievement.	35	31	89
5.	Teachers feel that Ninth Grade Restructuring Program will result in improved achievement.	35	30	88
6.	I am supportive of the Ninth Grade Restructuring Program.	35	35	100
7.	Teachers in the building seem to be supportive of the Ninth Grade Restructuring Program.	35	33	94
8.	Parents received sufficient advance notification about the Ninth Grade Restructuring Program.	35	30	88

Eighty-eight to one hundred percent (88% to 100%) of the teachers "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Eighty to eighty-three percent (80% to 83%) of the teachers "Agreed" or "Strongly Agreed" to the two (2) statements.

The mean average of all the statements "Agreed" or "Strongly agreed" is ninety percent (90%).

Open-Ended Questions

The teachers were asked, *what teaching strategies would I find in Ninth Grade classrooms in your school?* They responded as follows:

> "Life long physical and aesthetic development. When students leave school they will have a better understanding of how physical activities relieves stress from the demands of high school life."

> "Cooperative learning, student center intervention, hands-on and minds-on activities."

"In many classes students work with the teachers in planning learning activities. There are numerous examples of students working in small groups helping each other to learn. Teachers work together preparing lessons and materials based on the level of the students they are teaching."

"Cooperative learning is used on a regular basis in ninth grade mathematics. Added emphasis has also been given to communication skills and alternative forms of assessment have been utilized."

"The question depends on the level of commitment of the parent, student, community, administration and finally, the teacher. If they are close to the same level, you will see an immediate improvement in the student's grade, behavior and self-esteem."

"Cooperative learning was big this year, but team teaching was bigger. The ninth grade teachers planned lessons and implemented objectives for a male/female responsibility program."

"There was a lot of cooperative learning done in the classrooms."

"In science, hands-on activities and cooperative group learning are used together with some direct instruction, the proportions of which depend on the social skills of a particular class."

"Information and demonstration; some guided practice but a lot of independent practice. Activity using manipulatives working in groups is the most important."

"Both cooperative learning and the authentic method of instruction can be found in my class. While students learn from each other during group assignments as well as enjoy critiquing each other; however, authentic methods of instruction are used the majority of the time."

"You would see many students engaging in peer counseling and cooperative learning activities."

"Cooperative learning and peer tutoring, team projects, and peer editing of writing."

"Cooperative learning activities are stressed during semester two. Creativity abounds, and changes its face on a daily basis."

"The teaching strategies used in ninth grade classrooms are basically the same that you would find in other schools. Strategies are not the problem; outcome and performance is the problem."

"Cooperative learning and hands-on especially in lab activities. Discussion, classwork, and guest lectures."

"The teaching strategies which I have employed with the ninth grade include the New American Lecture, the Circle of Knowledge, and the Reading for Meaning."

"Teachers altering schedules do assist other teachers in meeting objectives. Cooperation from staff toward a common goal."

"Cooperative learning - thematic units, team competition on chapters, dictation and note taking,, outlining, brainstorming, and story mapping."

"Cooperative learning and working in groups."

"Cooperative learning and constructivism were teaching strategies used in ninth grade classrooms."

"Cooperative learning, authentic method of instruction, and student centered instruction was a major objective of the Ninth Grade Restructuring Programs. Students enjoyed these different approaches to learning."

"I feel that you will find more student centered instruction correlated with cooperative learning in small and medium group settings. Students appeared to adjust to this style better this year than before."

"I use a great deal of cooperative learning in my classroom. This provides additional support for the students and appears to enhance their comprehension of concepts presented in class."

"A variety of methods were used."

Cooperative learning (18)

"Cooperative learning, explorative learning (i.e. field trips), and authentic instruction."

"You would find cooperative learning and student centered instruction, where students are learning to work in groups and the focus of learning from each other through active participation and interaction."

"Cooperative learning - group work with high expectations but one hundred percent participation is required. Mastery learning - achievement level must meet or exceed 80% mastery per student or retest/re-teaching required."

"Teaching strategies are very diverse and include all of the above. In all science classes, higher order thinking skills are emphasized."

In the next question the teachers were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

"I think flexible scheduling in order to talk to the other ninth grade teacher to get ideas."

"I believe flexible scheduling and team teaching were implemented."

"Team teaching has occurred as a result of the Ninth Grade Restructuring Program."

"A form of team teaching exists, and there is an administrator who effectively handles behavioral and academic problems faced by ninth grade students and their teachers."

"Yes, organizational changes did occur as a result of the Ninth Grade Restructuring Program. Flexible scheduling did occur, guest speakers, one field trip for ninth graders did occur, and team teaching, although it was not.a strong point."

"A core of teachers sharing the same students."

"Students were scheduled on the basis of achievement as a result of the program."

"I think flexible scheduling in order to talk to the other ninth grade teacher to get ideas."

"Some team teaching was done with social studies. When studying Harriet Tubman, for example, what was happening historically was covered by that subject area teacher at the same time. The same cooperative effort was shared during the study of Ida R. Evetts."

"Yes, through strategies of team teaching, students were scheduled the following semester according to the students achievement from the program."

"Yes, there was an organizational change through the implementation of team teaching strategies. Students were scheduled according to their achievement level."

"There has been an increase in team teaching. One example of this is that the writing teachers are now working with the social studies and science teachers to coordinate student writing assignments across the curriculum."

"Students were assessed and those with weaker mathematics skills were assigned an additional mathematics class."

"For the 1997-98 year, block scheduling will be implemented."

"The teachers of special ninth grade programs such as Focus Hope, College Bound Athlete and Project Challenge met and discussed teaching strategies."

"Team teaching was the main organizational change so far. Block scheduling is something we work towards."

"Yes, teaming and block scheduling as well as coordinating periods."

"Not enough organizational change took place for positive results."

"A learning center area for ninth graders was established. Ninth grade student assemblies are ongoing twice a month."

"Team teaching and a more family - oriented environment resulted from the program."

"Team teaching was implemented as part of the Ninth Grade Restructuring Program."

"Students are housed in learning centers. Some team teaching did occur."

"We developed a better understanding of teaming. The elimination of bells between classes was an asset. Monthly meetings helped to keep the students focused but adjustments in periods (longer) should be made in scheduling meetings during the third hour."

"Northern is in the process of establishing a block scheduling format for the fall."

"We intend to use these ideas in the next semester."

"Block scheduling and team teaching are being planned for 1997-1998. (Block scheduling was planned for the 1996-1997 school year was not approved by the necessary percentage of the faculty."

"Block scheduling for 1997-98 school year. Core courses will be blocked."

"Yes, we are focusing on block scheduling and possible team teaching or some unique combination to fit our school needs."

"Block scheduling voted down by union will resume in fall of '97. Team teaching occurred in a few classrooms. Many in-services have been given on about both subject areas."

In the planning stages are block scheduling and teaming. (2)

"This school is in the process of great change. All of the above will be implemented in the ninth grade. The school is also implementing change in the are of a high-tech."

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to your Grade 9 students?* Their responses follow:

"Major concern – the requirement that all ninth graders take Algebra their first semester when many of them need remediation first. So many new ninth graders failed Algebra 1 during the first of this school year that they had to be remediated during the second semester in a course called ' Math Connections.' Each student's eighth grade math teacher should make a recommendation indicating whether the student is ready for Algebra as a first semester freshman, or whether the student needs remediation.

Incoming ninth grade students are supposed to have been taught U.S. History 1 up to the end of reconstruction (1865) in eighth grade. U.S. History 2 (1865-present) is supposed to be taught in ninth grade, however, during the three years that I have taught in the Ninth Grade Restructuring Program, my students had been taught Civics in eighth grade. This forces me to start U.S. History at the beginning of the text, which means we never finish because I'm trying to teach a 2-year course in 4-years. (The same situation occurs regardless of which middle school the students attended). Also, their lack of social studies knowledge is appalling."

"More assistance is needed in the classroom such as teacher aides, parent/community volunteers, etc. I need more training in the area of the usage of technology."

"None, if given flexible time management and content goals are kept in place."

"That students are allowed to apply learned content through performance assessment (test). Additionally, that they are exposed to more hands-on, authentic methods of instruction."

"Lack of safe science labs and equipment poor student attendance."

"Ninth grade students should be in classes without older students who are repeating."

"It would be helpful to have more class time available for students to focus on their assignments. It would also allow teachers to have more time to use more creative techniques to address students' various styles of learning."

"Limitation of supplies inability to access copy machines, and insufficient funds to maintain newly purchased equipment."

"I would like to all more time for students to develop discovery, analyze, and reasoning in some concepts during the semester."

"One concern in delivery of instruction to ninth graders is the ability to be effective in delivery. I believe if delivery is exciting and interesting, students reception to boring will be enhanced."

"The students do not feel as though they are in high school because they are housed in a middle school building. They maintain the mentality of a 6-8th grade student (I have until June to bring up my grade). Students need to be scheduled differently than 7th and 8th grade students."

"My concern is that students take instruction seriously and become more aware of when to be serious and when to relax."

"My concern is that delivery is creative, innovative and interesting enough to keep students motivated."

"The summer program has been very helpful in assessing students and introducing them to concepts which will be stressed in the fall. I hope that this program continues."

"Consistency, cohesiveness, parent participation (with students, staff, administrators and community), and awareness (students should be shown an example of what is expected of them)."

"Keep students focused."

"One major concern is helping teachers to understand the diversity of the ninth grade class. teacher must plan courses that reach students whose learning experiences to date are very different. Many of our students have never been in a public school setting. There is not a lot of uniformity in their learning. In many cases teachers must hep students to learn material that should have been mastered in earlier grades."

"The reading math/science deficiencies and misconceptions of the students."

"Attendance, low expectations of student. Students fail to realize their potential."

"Perhaps major subjects could be covered in the mornings and less stressful classes in the afternoons. I found that by seventh and eighth hours, students were less attentive."

"I feel many students have little or no motivation about certain subject areas."

"I am concerned about presenting a variety of instructional techniques on an on-going basis students do not feel that they have been taught during a period which does not include a paper and pencil task."

"Students would benefit from block scheduling, as opposed to 50 minutes sessions. Also, classroom configurations should include modules for student seating, tables and chairs for student seating, and large classrooms which allow for circular seating."

"The major concern about my delivery of instruction to ninth grade student centers around me grouping of students who are not prepared for high school, mentally, emotionally of academically, with those who are prepared for high school."

"A special ninth grade process for handling disruptive students to get them out of class for a cooling down period is needed."

The teachers were asked, ***what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?*** **Their responses follow:**

a. students:

"The students (most) of the like being together and I think that they are going to be a closer class."

"Increase their expectations."

"Students enjoyed the field trips provided as well as incentives. Because prizes and certificates were given, students didn't mind reading ten books outside of regular class work."

"Students feel privileged and special."

"Students are receptive, demanding, curious, confused, needy, and appreciative."

"To students this was another program with little or no impact on overall achievement and motivation."

"Students have responded very positively to instruction and to school policies."

"The students are allowed to be creative which they enjoy."

"Positive"

"Students are enthusiastic and understand the importance of their education."

"Students are very favorable. The become familiar with the school, curriculum and each other."

"Students feel cared for."

"Students see the program as something new."

"More cooperative and some have a higher level of expectation and self-esteem."

"Somewhat resistant to change but later realized the benefits."

"Students show the ability to work together, to display self-discipline and get along with each other."

"Students really seem to enjoy the trips that are taken throughout the school year. It gives them a chance to relax, it breaks the monotony of daily academics, and it gives us a chance to socialize with students."

"Students are better informed and prepared for 10th and 12th grade academics but lack responsibility for attendance, supplies, and being a productive participant in class."

"Students were exposed to various experiences throughout the school year via field trips, and assemblies. Developed a cohesive relationship with some of the teachers."

"I believe students learn best with hands-on experience."

"The students appear to enjoy the free verses structure."

"The student are benefiting from the collaborative efforts of the restructuring team.

"Students showed overall improvement in performance."

"They enjoy some of the direct benefits such as the ninth grade awards assembly but overall they probably haven't seen a great change due to traditional classroom instruction."

"Students appear to feel confident and nurtured by the school and staff."

b. teachers:

"Teachers are very energetic and have worked hard at making the Ninth Grade Restructuring Program a success."

"Teachers are motivated by some of the programs available to them i.e., male/female mentoring."

"Concern and dedication. We try to be to "DPS" students what we are to our own birth children: reasonable, rational, responsible and realistic and respectful."

"Enthusiastic about the changes being made with restructuring."

"The ninth grade teaching team works well together and generally feels hopeful that block scheduling and teaming will make a difference."

"Teachers are willing and trying new techniques."

"Most of the teachers are quite enthusiastic about being pat of the restructuring team."

"The teachers appear to enjoy sharing in the planning and decision making and teaming needed to guide students to success."

"I personally enjoy different approaches to delivery. Anything that will improve the educational process I am willing to do."

"Teachers allowed students to see them as normal human beings with the same concerns as anyone else. Bridges were built with many students and teachers."

"We need to be innovative and try other ways for students to learn and meet their future goals and careers."

"Teachers appreciate the extra services provided by the restructuring, coordinator but also need more decision making authority."

"It gives teachers more support. I felt more supported in my efforts."

"Teachers show the ability to share constructive and instructional ideas and implementation of new or extended programs."

"Open and eager for change."

"Teachers are becoming more involved in the implementation of the Ninth Grade Restructuring Program."

"Teachers write in favor of the program."

"Very favorable. Time is needed to initiate students into high school routing and assess their abilities."

"Teachers are energized as they see the benefits of their encouraging, and insisting that students do their best."

"Positive"

"For a short period of time, teachers are challenged to provide students with practical applications."

"Not much difference, except for the increased amount of support."

"I think most teachers feel that it is a waste of time."

"Some teachers readily work harder to guarantee success for all ninth graders. Parents and the larger community were involved. Academic support was provided by peer tutors and upper class mentors."

"Teachers are optimistic, realistic, tenacious, pliant, and perceptive."

"Teachers feel that the chances of a student falling through the cracks will diminish."

"Many teachers do not have the been involved so it is doubtful, as most, that have any knowledge at all about the Ninth Grade Restructuring Program."

"Teachers have expressed a great deal of enthusiasm for the program because of the positive effects."

"Teachers feel more empowered."

c. parents:

"Parents appear to be enthusiastic and are supportive of the program.

"Too few participants. The many parents rely on the efforts of the few dedicated concerned parents."

"There was little parental involvement."

"Parents are very favorable. They all want their children to get a head start."

"Positive"

"Parents are encouraged and understand their role in this level of their child's education."

"The atmosphere of the program helps students embrace the change from middle to high school."

"Increase their expectations, involvement and consistency."

"Students' parents appreciated the phone calls, progress reports, extra activity and extra attention provided by the instructor. More attended Parent-Teacher-Conferences and offered to chaperone field trips."

"Parents appreciate the added support."

"Parents are appreciative, mysterious and ambiguous."

"Parents have cooperated fully with all facets of the program."

"Parents felt more involved and confident in staff."

"Parents are open and interested.

"Easy for parents to identify classroom and classroom teachers."

"Parents are more aware of the results of the restructuring programs through communications, (via phone, written letters, etc.)."

"I think parents feel that they have yet another means to ensure their children are getting the proper education."

"Parents have expressed gratitude for the communiques received from school, open house, and TEP conferences."

"Parents needed to be more involved. They took a lot for granted."

"Parents will agree with teacher's methods of instruction when their children's knowledge is increased."

"The parents appear to appreciate being able to see teachers easier during conferences instead of walking all over the building."

"From what I have observed, the parents have more opportunities to conference with the instructional staff."

"More involved."

"There is still too much parent apathy, however, many incentives have been used to increase parent participation and involvement."

"Hopeful that the occurring changes will benefit their children."

d. administrators:

"Totally committed, concerned and involved. Need to legislate for changes at the federal and state government levels."

"Administrators have a positive view and are making an excellent effort."

"Mrs. Moten, our ninth grade principal, is enthusiastic and highly motivated to initiate change. Workshops and in-service are on-going."

"Supportive"

"The administrators are quite supportive of the restructuring efforts."

"Easier supervision"

"Administrators have given support to the program."

"Concerned and optimistic."

"Administrators were supportive."

"Administrators are confident in the program."

"Administrators are very favorable. Students are learning good habits without the influence of upper classmen. They can learn the right way to do things."

"Learning is a social process which takes place at CMA's restructuring program."

"Administrators are excited by student improvement. Staff and parent involvement has been encouraging."

"Positive"

"Administrators prefer prevention over cure."

"Cooperative and helpful as well as optimistic and supportive."

"Support for both in-class activities, incentives for special projects, sponsorship for field trips, were all provided by the ninth grade administrator and department head. Postage for mailing was also provided."

"Administrators have been both cooperative and supportive."

"Administrators are usually supportive of any programs or activities held or that were needed."

"The administrators have less behavior problems, a more adjusted staff with less stress and more focus on the main objectives."

"Administrators are supportive and demonstrating leadership as facilitators for change in the implementation of this program."

Teachers were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* Their responses follow:

"Teaching teams with a common group of students and daily common prep time."

"A more trusting and healthy work relationship between staff members. A more business like and organized implementation of the schools improvement plan."

"Block scheduling and a central area for the restructuring team to operate."

"Having the area office and the downtown offices be more flexible when trying to implement programs."

"We need a common preparation period with our team learning center partners."

"To have flexible time management during 3 to 6-8 weeks periods as needed to be addressed on on-going assignments."

"Block scheduling and team teaching."

"I think giving it time would improve the program and find more people to make it work."

"I wish more parents were involved in students' learning."

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"Presently, there is just one teacher for each subject matter. Perhaps each teacher involved with the students should be a part of this program. Involvement of incoming ninth graders in the summer program is recommended. More assemblies should be provided."

"We need to implement tutorial study halls. These could be held in smaller settings than the traditional study hall. Students could be assigned to the study hall which could support an area of academic need. Students would receive an extra hour per day of instruction/tutoring in course where they need additional support. Students would be required to complete at least ½ of their homework during these study halls."

"More teacher and student input. We need to be able to study the implementation of other districts' programs, curriculum, and their results."

"There are several changes that could be made to improve the implementation of the Ninth Grade Restructuring Program. The changes include the following: 1) obtain teachers who want to work with ninth graders, 2) a strong minded, inspiration, and innovative leader is needed, and 3) ninth grade tests are needed for the grouping of students based on emotional and academic maturity."

"The ninth grade reading list needs constant updating so that students are reading the most challenging and the most current material available for literacy analysis."

"All parents and high needs students should sign contracts for mandatory tutoring and volunteer time at school. Middle school with ninth grade need an attendance agent or secretary. Develop common preps for planning."

"If we could have less politics among some staff members and an increased focus on our main objectives with a desire to make students the real concern. Scheduling record room during an extended third hour for the entire school. If monthly meetings are scheduled, the time should be allotted to make up that time so students won't be deprived in their third hour studies."

"Mandatory attendance, by students at the Ninth Grade Summer Institute; more in-services (workshops) for ninth grade teachers; and block scheduling paired with team teaching or teaming."

"Continuation; for research or students who attended the Restructuring Program against students who did not."

"There is no need for change, just make sure the program continues. Don't stop

"More social programming."

"An additional two weeks of instruction could be utilized to better evaluate the students for placement purposes. Four weeks elapses very quickly."

"Block scheduling would be a tremendous help."

"More time allowed for teachers to spend with student on non-instructional activities (i.e., additional mentoring programs and more service activities)."

"More changes should have smoothed transitions."

"More team teaching and flexible scheduling."

"It may be improved if we could have more parental support during conferences, or just having them drop in occasionally to see what's going on with their child. There are some parents whom I've never met during the course of this school year."

"All teachers to plan ninth grade schedules and activities separate from 7th and 8th grade. Allow more flexibility in scheduling. Elective class, selection needs improvement, and attendance policy."

"Make it mandatory or no free/reduced lunch, breakfast, field trips, bus cards, ADC, welfare, SSI, etc."

"I think a step-by-step guideline to achieving set goals. This would give us more direction and concentrates our energies on those areas we seemed weak."

The teachers were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* They responded as follows:

"Positive parental involvement, low student morale/motivation, poor student attendance, and lack of standards (high) enforced."

"I came late to teach at a new school. No one explained what had been done. As yet I still do not have a clear picture."

"Chronic absenteeism, student apathy and lack of basic social studies knowledge and skills."

"Teaching students with a lack of supplies."

"Getting support from department heads, more staff empowerment, and lack of technology in the classroom."

"The biggest challenge of the Ninth Grade Restructuring Program has been maintaining some form of continuity with team leaders and members, organization, implementation, and structure, at times, was missing."

"Working with students who don't want to be in school at all trying to make science relevant and increasing success of students who don't have some basic skills."

"It has been a challenge to keep students on tract. If possible, we'd like to move students from the idea that they must be rewarded for everything done. Sometimes they just want a reward for being there.

"Some of the challenges I have had to face were creating lessons of 'interest' for students."

"The major challenge was meeting the challenge of effectively instructing, guiding, nurturing, understanding, and dealing with the typical ninth grader."

"The main challenge for myself has been the reorganizing and updating of materials for the program."

"Student attendance (punctuality), parent involvement, motivation of students, teachers who insist on conducting classrooms in an archaic fashion."

"Lack of more advance technological equipment. Computer should be in every classroom."

"Keeping the third hour students pace with the other periods because of the meetings monthly as well as the attempts to implement record room activities in this same instructional block of time a major challenge."

"Serving as the team leader for the ninth grade restructuring team, which was a great professional, as well as educational experience."

"Handling the increase in rapid student attendance."

"Learning how to use the basic apparatus in the laboratory."

"Helping students to develop self-discipline, raising student awareness of high school requirements, raising student awareness of high expectations, and helping students develop educational priorities."

"Preparing enough materials to assess students adequately. There is never enough materials available for utilizing alternative assessment techniques."

> "Some of the major challenges I faced of the Ninth Grade Restructuring Program were the multiple intelligence, the wide scope of self-esteem of lack of emotionally impaired (but not revealed) students. Students with real home problems that dampen their mental growth."
>
> "Keeping students challenged."
>
> "Keeping students focused."
>
> "To change from a conventional method of teaching to a cooperative method."
>
> "Finding time to meet with teams members to discuss strategies for our students. Time is of the essence."
>
> "Students not reporting to class on time or are truant. Communication is erratic, if at all.. Administrators' conflicts are frequent but staff is not allowed the opportunity to handle situations themselves."

In the next question the teachers were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

> "Communication! Only a few people know what is going on. Information is disseminated erratically or not at all. Instructional staff cannot keep students or parents informed because we don't know!."
>
> "The challenge has been to get parents to come and see what's going on."
>
> "Finding ways to bridge the parental teacher gap in terms of more involvement by parents at school activities and with their students, we need more cooperation between both groups."
>
> "There was a lack of parental support."
>
> "There can never be enough parental involvement."
>
> "The parental component has been almost none existent, in the areas of parent teacher coaching and proactive praise. Mentorships from the secondary family, follow-ups to build esteem."
>
> "Parents have been very cooperative and supportive. They want their children to be able to get as many learning opportunities as possible."

"Major challenge has been helping parents to understand that they must stay actively involved in this stage of their child's education."

"Informing parents of the rules and regulations of the Restructuring Program. Example: a) prompt attendance - being on time and b) acceptable attire for the summer for students."

"Informing parents of the rules and regulations of the Restructuring Program. Examples are coming to school on time and wearing acceptable attire."

"Trying to get 100 percent participation of parents and not over usage of participating parents."

"This school year has been excellent in the way that parent involvement has increased. the challenge is to get most of the parents involved."

"Parental apathy and lack of discipline results in inappropriate and unacceptable behavior by some students."

"Despite the many opportunities and communications to parents, involvement was very minimal. Parents need to realize their children need them even more during their adolescent years."

"I believe more efforts should be implemented to get parents more involved. The telephone contacts early in the year was most effective."

"Having parents work with me in implementing my study and homework programs was a challenge this year. Meeting or even contacting some parents all year were also challenges. There were many parents who as always work well with us for the success of their young person. The more we work with the Ninth Grade Restructuring Program the more comfortable we become, the more success we as a staff see in our students."

"Lack of involvement."

"There is a lack of understanding on my part as to what exactly is the parental component of the Ninth Grade Restructuring Program. If the parents played a role, at best, it was a small minimal role."

"Contacting parents in limited prep times."

"I'm not quite sure what that component is, but the low attendance of parents at parent-teacher-conferences was disheartening. Where are they? How supportive are they of their children? What role does education play in their lives and homes?'

"Actually, because you call parents more for various activities, you learn more of them that way, and more ninth grade parents come to Parent-Teacher-Conferences. Male parents offered to chaperone a trip and provide computer service. Retired teachers (parents of sort) also chaperoned a trip with me."

"I suspect that the most difficult parental challenge involves the adherence of their son or daughter to the attendance guidelines of the program."

"We need each parent in contact with the teacher and student to communicate all the goals and responsibilities of our program through letters and/or phone calls."

"Out of 260 ninth graders, getting parents to come to the school for a parent meeting is difficult. We usually have no more than 25 parents that attend meetings."

"The parents of Northern are supportive and polite. I came from Mumford and those parents were hostile and/or dysfunctional. The parents at Northern seem to have their feet on the ground. The honors students I have taught here are brighter and more motivated than the students at Mumford. I was able to cover more material and the students accepted this challenge. They knew there was high expectation for the acceptance of responsibility for their education. They had to be active participants."

"Poor turnout even when food prized have been offered."

"Parental involvement in every aspect of the educational process (i.e., the ninth grade awards ceremony and parent-teacher conferences).

AREA D. STUDENTS' PERCEPTIONS OF THE PROGRAM

One hundred seventy-four (174) surveys were returned by the students who were enrolled in the 1996-97 Ninth Grade Restructuring Program. They rated twenty (20) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were two (2) open-ended questions for which their opinions were solicited.

TABLE 3
STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

			Number of Responses		Percent of Positive
		Statements	Total	Positive	Responses
1.	The Ninth Grade Restructuring Program has helped my classmates to:				
	a.	get along with other students.	174	129	74%
	b.	get along better with adults.	174	136	78
	c.	feel better about themselves.	173	149	86
	d.	feel better about school.	173	131	76
	e.	improve their attitudes toward learning.	174	131	75
	f.	develop better self-discipline.	174	133	76
	g.	improve their work habits.	173	150	87
	h.	improve their reading skills.	172	148	86
	i.	improve their math skills.	172	146	86
	j.	improve their science skills.	170	143	82
	k.	attend school regularly.	174	134	77
	l.	improve their ability to work cooperatively with others.	173	151	87
	m.	to complete assigned tasks.	170	140	82
	n.	to raise their awareness of high school requirements.	173	144	83

TABLE 3 (Cont'd)

STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
2.	I am satisfied with the services I have received from the program.	174	143	82 %
3.	The teachers of this program appeared to be sincerely concerned about me.	174	132	76
4.	I was given homework daily in most of my classes.	174	116	67
5.	I received help from my teachers when I was having problems with my class work.	174	134	77
6.	The services offered by the counselor have been very helpful.	174	145	83
7.	The administrators of this program appeared to be sincerely concerned about me.	174	142	82

Eighty-two to eighty-seven percent (82% to 87%) of the students "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

Sixty-seven to seventy-seven percent (67% to 77%) of the students "Agreed" or "Strongly Agreed" to the other nine (9) statements.

The mean average of the statements "Agreed" or "Strongly Agreed" is eighty percent (80%).

Open-Ended Questions

***In the first question, the students were asked to indicate what they liked best about the program.* They responded as follows:**

> "The thing I liked about this program was that the teachers took time out to help us ninth graders achieve in the best that there was."

"The teachers have been very helpful in helping me improve my education."

"That teachers care about you what happened to your education and kept up on my school work and one hour teacher help lost with reading."

"I liked the fact that my teacher took time to help me and made me do better.

"The support and help from some teachers."

"I like one thing about this program is when I got to spend time with my friends."

"I met a lot of people, made some friends and got a lot of numbers."

"I like the fact that we didn't have just work every day we talked about real life problems."

"The way the teachers told us boys and girls about how our bodies go through changes as we get older."

"That we got to know each other better and made new friends."

"The best thing I like about this program is the information that was given."

"What I like the best about the program is that the teachers talk to us as if he was in a school as a student and I could understand better."

"What I like best about this program is that it helps me to understand that the ninth grade is a very important grade to be completed with all the credits I can possibly get."

"It has given me, as a ninth grade student, the opportunity to improve my skills thus allowing me to make the honor roll."

"The communication level is very high as well as the learning method that they teach you."

"What I liked best about this program was that we had several activities here for our ninth grade year."

"What I like best was how all four of my teachers helped with my school work when I asked, and they always gave me encouragement to keep going."

"That I realized that I was in high school and couldn't afford to lose any credits. And it helped me improve my attitude towards others."

"Each student has a different schedule. I like my creative writing class and the fact that I get along with all my teachers."

"I like best about it is that it challenged me with not harder work, but much more work than usually given."

"The program helped me to better myself in coming to school every day, or when I really have to. Meaning when I have nothing every important to stay out of school."

"The teachers were real cool and nice. The counselors always made sure we had what we needed for school. Some of the student were nice."

"What I liked about this program is that the teachers and administrators seemed to care about us."

"I like the way teachers are always ready to help you when you request it."

"It has helped me have more ambitions toward reaching my goal.

"The counselors help you figure out a schedule that meets all requirements, and makes you feel free enough to choose which ones you want."

"I liked most about this program is that teachers will take more time with those who need it most."

"What I liked best about the program was that when I needed help with a problem, some one was there to give me help."

"The only thing I liked was I got to be with the same class all day long so I felt comfortable."

"This program challenged me a little more than usual."

"I like that we as a group and individuals were opened to many opportunities and programs and that the programs would look good on our transcripts."

"It allowed us to get away from school from time to time even though I think we should go on more trips because it makes the classes fun."

"What I like most with this program is that it is preparing you for college."

"The best thing about this program, is the advanced subjects the students in this program are taught."

> "I liked the teachers, their support, encouragement and the fact that as merit students we are treated with dignity and respect."
>
> "It made me prepare for the real world."
>
> "I enjoyed the creativity of each course and the teachers were very concerned and helpful. they really pushed us to strive harder."
>
> "That there was always a sincere person and counselor to help me when needed and it gave me an experience to meet more people."
>
> "The program was most definitely a challenge for me because I had to deal with new administrators and new people."
>
> "We got individual help on our work when we don't understand."
>
> "The thing I liked the best about this program is that I'm getting a second chance to pass the courses that I previously failed."

In the second question, the students were asked to indicate what they liked least about the program. **Some of their comments follow:**

> "The thing I liked the least about this program is that some of the teachers think that all the students that come to school are uneducated."
>
> "Not enough females."
>
> "There are far too many females in my class."
>
> "That we did not have a chance to go on any trips or anything of that nature. I feel that that was unfair."
>
> "The complications of some of the work and the lack of cooperation from my counselor."
>
> "Its lessons were too short."
>
> "The worst part of this program is being stuck in different classes with the same students."
>
> "What I like least about this program is that there are too many females in my classes, which can cause conflict. Another thing is that the teachers push and expect more from us which can be hard to live up to their expectation."

"I did not like the fact that we had to travel together from class to class except for own electives. I don't think its healthy seeing the same people in the same class every day."

"This program doesn't have hands-on activities that can allow us to go places out of the school, to learn about different things."

"We didn't do that much we didn't learn that much outside the school environment, and we also didn't have enough school activities."

"What I liked least about the program was that we can't wear any type of gold chains and we can't wear more than two rings."

"I liked least that I followed the same group throughout the year."

"Science is really hard because the teacher repeats what he said before, so if I didn't understand it before, why would you say it that way again?"

"Well considering that there were too many girls fitted into one classroom. Even though that's not an important issue, but I do still want to be around a few males as for associates."

"What I really didn't like is that all my classes are with the same old people."

"The fights in the school, and how some teachers have favorites. Some teachers act like they don't care if you need help."

"Some teachers just don't care, they will just tell you anything."

"That it don't teach us enough things that we need to know."

"The other people who are in it."

"The dress code was unfair because we couldn't wear any skirts above six inches to school. Don't you know that if it's hot outside, that nobody wants to wear pants."

"What I like least was how sometimes the administrators wont give you a chance to express your feeling when you get in trouble."

"What I least liked about this program was all the fights and food fights we had because the principal was going to omit a lot of activities."

"The program made me feel segregated from the rest of the school body. Grades 7-9 should all be together, not separate in two different hallways."

"Students did not get as involved as they should."

"The program wasn't fun and I didn't get a clear understanding of what the teachers were trying to get across."

"Northern does have some administrators who act as if they don't want to see you, do good and just want to kick you out to another school or out of all school in Detroit."

"What I liked least is that one particular speaker was boring and didn't have anything to say."

"What I least like about this program are the learning labs."

"That some people wanted to be stubborn and didn't want to listen because they thought they knew it all."

"The way that the students was acting some of them did not have no respect for the other students and also the teachers."

"I like least the fact that we only came once a week for only one hour. It should be every Monday and Thursday."

"People were looking and talking too much."

"Some of the teachers not caring and not teaching anything."

"Vision 2000 I hated it because the people who were in charge of the program were very rude, argumentative and not open to opinions."

"Some teachers didn't take the time out for their students because ½ hour was not all that."

"I did like the Vision 2000 Program a little, but it wasn't what I expected."

"I really didn't like the Vision 2000. I felt that it was unnecessary to my education because it taught things that I already knew."

AREA D. NINTH GRADE ADMINISTRATORS' PERCEPTIONS*

There were three (3) surveys returned by the Ninth Grade Administrators who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 4

NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

		Number of Responses		Percent of Positive Responses
	Statements	Total	Positive	
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading	3	3	100%
b.	raising students' achievement in mathematics.	3	3	100
c.	raising students' achievement in science.	3	3	100
d.	raising incoming 9th Grade students' awareness of high school requirements.	3	3	100
e.	raising students' awareness of	3	3	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	3	3	100
g.	developing students' ability to work cooperatively with others.	3	3	100
h.	encouraging parents to be involved in their child's learning.	3	3	100
i.	helping students attend school regularly.	3	2	67
j.	helping students develop worthwhile priorities.	3	3	100
k.	developing students' ability to work independently.	3	2	67
l.	preventing students from dropping out of school.	3	3	100

*Most of the Ninth Grade Administrators were assistant principals who served in that administrative position. In come schools department heads served in that position.

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to ten (10) of the statements.

Sixty-seven percent (67%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to the other two (2) of the statements.

The mean average of all the positive statements is ninety-five percent (95%).

Open-Ended Questions

The Ninth Grade Administrators were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* Their responses follow:

> "Administrative efforts during the past nine months have centered on bringing together a certified staff and providing the staff with some organizational guidelines. This process appears to be working. The staff has been instructed to focus on the curriculum to insure that it meets with MEAP objectives."
>
> "Two of the four team leaders met over the summer to make plans. Weekly meetings were held with the four team leaders the first semester."

- Organized ninth grade team and team developed goals and objectives also, also implementation plan
- Planning sessions and conferences
- Orientation for support staff and parents
- Teacher in-service training
- Communicated plan to staff in staff meeting

The Ninth Grade Administrators were asked, *what teaching strategy would you find in Ninth Grade classrooms in your school?* They responded as follows:

> "Cooperative learning in terms of instructional strategies with the MEAP is being used. An increased focus on writing journals. MEAP objectives are included in less plans to help focus on the curriculum. Science teachers also includes writing as well as doing. The math teachers include real life activities, hands-on manipulatives, critical thinking including student involvement in terms of writing experiences."
>
> "In some classrooms students were involved in cooperative learning; hands-on experiences in science; guided and independent practice was used in algebra; peer teaching; team projects; and lectures and discussions are held."

- Interdisciplinary teaching/projects
- Student centered instruction
- Specialized support for students

- Technology implemented in parts of curriculum

The Ninth Grade Administrators were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

> "Team teaching has occurred as a result of the restructuring. Teachers are involved in major changes involving instructional strategies."
>
> "We were unable to work with block scheduling this year. However, we did some flexible scheduling."
>
> "Block scheduling and team teaching are planned for the 1997-98 school year. Teacher in-service has been on-going this school year involving teaming, block scheduling, and other instructional strategies in preparation for the 1997-98 school year. Technology across the curriculum has been established in the form of the English and math labs, business and teen center labs, and the media center."

The Ninth Grade Administrators were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

> "The 9th and 10th grade students will be involved with the looping and teaming process based upon the planning and teacher in-service that occurred in the 1996-97 school year. Technology will be implemented which will allow for individualized program instruction in the labs.
>
> "I have tagged this year's ninth graders so I will be able to follow them closer. Students needing assistance will be counseled as well as offered tutoring."

The Ninth Grade Administrators were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

- Lack of resources to properly in-service the ninth grade teachers.

- Since high schools are organized by departments, it is difficult to bring central office departments and local departments together in the teaming process. Interdisciplinary learning for students should be the focus.

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- There was a lack of central office framework for the ninth grade program when it initially started. Therefore, the evaluation for the program may be void of a criteria reference.
- "Many of the teachers are still using the 'old' methods lecturing, answering questions, etc. Some fear change; whereas others are changing slowly."

The Ninth Grade Administrators were asked, *what are the reactions of the following stakehoders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Some students felt that they were being smothered, others welcomed the extra attention."

"Overall, based upon other ninth grade assessment instruments: some students indicated that some aspects of the program helped them greatly. For some, it helped moderately. It is difficult to connect to the students who are absent or truant – these are the students you want to help and get program reactions."

"Appears to be raising achievement in reading, science and math including awareness of expectations."

b. teachers:

"Some of the teachers were very exciting and willing to meet students where they were and help to bring them up. Others reluctantly worked toward that end."

"Are involved in the implementation of the Ninth Grade Restructuring Program."

"The ninth grade teachers met monthly, and indicated that the referral for students and the activities for the students were great and motivating. The specialized support staff assisted the teachers in an outstanding manner based upon teacher comments."

c. parents:

"Are aware of the Ninth Grade Restructuring Program, through better communication."

"Welcomed the support, however they were not willing to invest a lot of time here at the school."

"We mobilized the parent center to assist with the parents' orientation, open house and 'Parents Bring Your Child to School Day' activities. The LSCO also assisted the parent center and ninth grade team with ninth grade support and activities. They appeared pleased with the outcome of their involvement, even though we want greater parental involvement. Each year, the number of parents increase."

The Ninth Grade Administrators were asked, ***what changes would improve the implementation of the Ninth Grade Restructuring Program?*** **They responded as follows:**

> "Workshops on how to increase parental involvement, not having to worry about whether or not I should plan because of lack of funding, and training program during the summer for teachers offering them a variety of teaching and learning tools."
>
> Additional central office and area office support and involvement, an easier way to access funding for ninth grade activities/support - the AMS system is cumbersome and inefficient, and funding was cut from the 1997-98 budget - this impedes innovative planning and academic support for students."
>
> "More involvement of parents at school meetings, activities including a better relationship with teachers in terms of communication."

The Ninth Grade Administrators were asked, ***for you what have been the major challenges of the Ninth Grade Restructuring Program?*** **Their responses follow:**

> "Conflict with the home and school regarding the importance of attending school, dealing with various social problems that students face, and dealing with reorganization."
>
> "Improving student attendance/truancy, accessing funding through the AMS system in a timely and efficient manner for ninth grade activities/support, and mobilizing the entire staff behind the Ninth Grade Restructuring Program."
>
> "Having time to meet with ninth grade team members to discuss major concerns and needed strategies. Also how to improve on student attendance."

Finally the Ninth Grade Administrators were asked, ***what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?*** **Their responses follow:**

> "The major challenge is to get parents to come to the school and help to prevent students from failing or having conflicts."
>
> "Parents refuse to respond to phone calls or letters when teachers request a meeting."

"Collaborating with parents through direct mailings, telephone, flyers to students, and parent center – parents are still not fully involved with their child's education – this is a system problem. It is a challenge to get parents out to ninth grade and student activities."

A. Area D Ninth Grade Restructuring Personnel*

	Number of FTE's 1995-96	Number of FTE's 1996-97
• Ninth grade administrators	4	4
• Counselors	5	5
• Social workers	2	2
• Attendance officers	0	0
• Psychologists		
• Teachers	16	17
• Others: (School Service Assistants) (Education Technicians) (Student Assistants)		

		1995-96	1996-97
B.	Total number of teachers teaching only Ninth Grade students	*14	37
C.	Total number of teachers teaching some Ninth Grade students	*37	60
D.	Total number of teachers	*51	97

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*These numbers are based on the returned surveys of the Ninth Grade Administrators. Some did not respond to all items of the survey.

The ninth grade administrators were also asked to indicate with "Yes" or "No" if the programs listed below were operational in their schools. Their responses follow:

	Academic Programs	Yes	No	No Response
a.	Organizational Change e.g. School-Within-A-School, flexible scheduling, block-time for a core curriculum area, etc.	1	2	0
b.	Summer Preparation e.g. orientation to high school, study skills, etc.	2	1	0
c.	Before/During/After School Tutorial Programs e.g. indicate if tutors are students, teachers, parents, etc.; what materials are used; what training was involved.	3	0	0
d.	New Experimental Course Offerings e.g. courses offered for the first time in your school, description of courses, etc.	1	2	0
e.	Improve Quality of Instruction e.g. hands-on-activities, cooperative and/or collaborative learning, increased time on task, greater use of test results to modify instruction.	3	0	0
f.	Technology e.g. description of hardware and software used in your school; who is using them; how it is used, etc.	3	0	0
	Support Programs	Yes	No	No Response
a.	Attendance Program e.g. attendance services that go beyond the services now provided addition of an attendance agent, etc.	1	2	0
b.	Counseling Program e.g. counseling services that go beyond the traditional services, of scheduling, discipline and career exploration.	1	2	0
c.	Health Services e.g. addition of a nurse, establishment of health clinic, etc.	1	2	0

ACADEMIC AND SUPPORT PROGRAMS

The Ninth Grade Administrators were asked to select an academic or support program which they found to be successful in their school. Three of the programs follow:

A. Ninth Grade Clinic

Need

Describe the needs which substantiate the use of this program.

Many students failed their first semester class because of their inability to adjust to high school. This program is giving them a second chance in a smaller setting. It will also help students to improve their attendance.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

Students who have failed Algebra I, U.S. History I and/or English I will be given a chance to pass these classes. Each student must also take a study skills class. Class size will be no more than 15 students.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

All students will take the study skill class the first period of the day.

Students will only be allowed two absences for the entire program.

Students are charged $55 per class, to be refunded if they earn a grade of "C" or better.

Students who can not pay may enroll on scholarship.

Students earn 5 hours credit for all classes except study skills.

All students will be tested to see where they are. Students will work at their own pace to reach a desired proficiency.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Classification	Number
Administrator	1
Teachers	4
Counselor	1
Secretary	1

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

The data to be used is the number of students who successfully complete their classes with a grade of "C" or better.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

Workshop on Discipline concerns and how to prevent, stop and/or handle them. This was a 2 ½ hour workshop that I did using a book called Discipline in the Secondary School.

The High-Performing Teacher, Sharon Lockett, was the consultant for this 3 hour workshop. She offered suggestions from Lee Carter on how to avoid burnout and increase your motivation.

B. Male and Girls Mentoring Programs

Need

Describe the needs which substantiate the use of this program.

Lack of positive role model in the student's home; i.e., father and/or mother.

Academic, personal and social support – tutoring/mentoring

Need to provide wholesome activities for students with mentors for bonding and nurturing purposes.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

Given activities, volunteers will participate with the ninth grade male and female students for personal, academic, and social support.

Given academic tutoring, students will improve in subject areas for scholarship and academic success.

Given counseling and mentoring, students will be nurtured and supported toward solving their personal and social problems.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The ninth grade team developed an organized the ninth grade activities, with the administrator serving as the facilitator to the process. Teacher in-service was provided on 'Teaming' and other instructional strategies. Academic tutoring by the teachers and mentoring (volunteers) were on-going. Other activities (with evaluation) are:

> Ninth Grade summer Institute, Student Orientations, Parent orientation and Open House, Student Motivational Assemblies, Peer mediation/Counseling, Parent, Health, Compact, Teen and Specialized Staff Support, "Parents, Bring Your Child to School Day," Neighborhood Services Support and Ninth Grade Awards Program.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Classification	Number
Administrator	1
Teachers	31
Counselor	1
Educational technician	5
Student assistants	2
Attendance agent	1
Social worker	1

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

Student information system
Ninth grade restructuring activity and support evaluation
Verbal feedback from staff, students and parents
Other district data (DPS)

The purpose of the 9th and 10th Grade Teaming Workshop is to assist teachers in coming together to develop interdisciplinary instructional and other strategies for student success. The focus was how to deliver instruction utilizing 'Block Scheduling,' 'Teaming,' 'Interdisciplinary Learning,' and other strategies. Managing blocks of time and how to allocate time are key ingredients that were discussed for the purpose of engaging students in meaningful activity. Teachers must share time, have time to collaborate and plan together in order for the block initiative to be successful.

Teaming Consultants:

Dr. Henry Meares, University of Michigan
Dr. Harvey Dorrah, Central Michigan University

Teacher In-service Schedule:

August 28, 1996
May 14, 1997
June 10th and 11th, 1997
Culminating workshop on Block Scheduling/Teaming and other instructional strategies

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 9

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1995, 6/1996 and 6/1997
b.	Daily Attendance (1)	6/1995, 6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1995, 6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1995, 4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1995, 6/1996 and 6/1997

The results are as follows:

NINTH GRADE/
GRADE POINT AVERAGES
June, 1995
(Before the Program)

Table 5 shows that four schools Central High School (1.7), Beaubien Middle School (2.1), Hampton Middle School (2.1) and Detroit High School (2.7) are above the Area GPA of (1.6) and the District of (1.5). Mumford High School (1.5) is below the Area GPA of (1.6) but the same as the District (1.5). Boykin CEC (1.1) and Northern High School (1.3) are below the Area GPA of (1.6) and the District (1.5).

TABLE 5
AREA C SCHOOLS NINTH GRADE/
GRADE POINT AVERAGES
1994-95

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Boykin CEC**	85*	1.1	2629*	1.6	19,484*	1.5
Central High School	656*	1.7	2629*	1.6	19,484*	1.5
Mumford High School	469*	1.5	2629*	1.6	19,484*	1.5
Northern High School	729*	1.3	2629*	1.6	19,484*	1.5
Beaubien Middle School	345*	2.1	2629*	1.6	19,484*	1.5
Hampton Middle School	186*	2.1	2629*	1.6	19,484*	1.5
Detroit High School	140*	2.7	2629*	1.6	19,484*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

**Pregnant and Teen Mothers Center

Table 6 shows that Beaubien M.S. (57%), Hampton M.S. (57%) and Detroit H.S. (84%) have higher percents of students with GPA's of 2.0+ than the Area (41%) and the District (35%). Northern H.S. (29%) and Boykin CEC (9%) have lower percents of students with GPA's of 2.0+ than the Area (41%) and the District (35%). Central H.S. (39%) and Mumford H.S. (36%) have lower percents of students with GPA's of 2.0+ than the Area (41%) but above the District (35%).

TABLE 6

AREA C SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES 1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	8*	9%	1076*	41%	6832*	35%
Central High School	255*	39%	1076*	41%	6832*	35%
Mumford High School	169*	36%	1076*	41%	6832*	35%
Northern High School	208*	29%	1076*	41%	6832*	35%
Beaubien Middle School	197*	57%	1076*	41%	6832*	35%
Hampton Middle School	106*	57%	1076*	41%	6832*	35%
Detroit High School	118*	84%	1076*	41%	6832*	35%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1996
(First Year Program)

Table 7 shows that Beaubien M.S. (2.1), Hampton M.S. (2.3) and Detroit H.S. (2.8) have a higher GPA than the Area (1.7) and District (1.5). Boykin CEC (1.4) and Northern H.S. (1.3) have a lower GPA than the Area (1.7) and District (1.5). Central H.S. (1.5) and Mumford H.S. (1.5) have lower GPA than the Area (1.7) but the same as the District (1.5).

TABLE 7

AREA D SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES
1995-96

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Boykin CEC	55*	1.4	2252*	1.7	18,332*	1.5
Central High School	645*	1.5	2252*	1.7	18,332*	1.5
Mumford High School	283*	1.5	2252*	1.7	18,332*	1.5
Northern High School	595*	1.3	2252*	1.7	18,332*	1.5
Beaubien Middle School	299*	2.1	2252*	1.7	18,332*	1.5
Hampton Middle School	195*	2.3	2252*	1.7	18,332*	1.5
Detroit High School	156*	2.8	2252*	1.7	18,332*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 8 shows that Beaubien M.S. (57%), Hampton M.S. (65%) and Detroit H.S. (85%) have higher percents of students with GPA's of 2.0+ than the Area (42%) and the District (36%). Mumford H.S. (39%) has lower percent of students with a GPA of 2.0+ than the Area (42%) and higher than the District (36%). Boykin CEC (29%) and Central H.S. (33%) have lower percents of students with GPA's of 2.0+ than the Area (42%) and the District (36%).

TABLE 8

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	16*	29%	949*	42%	6684*	36%
Central High School	212*	33%	949*	42%	6684*	36%
Mumford High School	109*	39%	949*	42%	6684*	36%
Northern High School	171*	29%	949*	42%	6684*	36%
Beaubien Middle School	169*	57%	949*	42%	6684*	36%
Hampton Middle School	127*	65%	949*	42%	6684*	36%
Detroit High School	132*	85%	949*	42%	6684*	36%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1997
(Second Year Program)

Table 9 shows that Beaubien M.S. (2.2), Hampton M.S. (2.3) and Detroit City H.S. (2.8) have a higher GPA than the Area (1.7) and the District (1.5). Boykin CEC (1.0) and Central H.S. (1.3) have a lower GPA than the Area (1.7) and the District (1.5). Northern H.S. (1.7) has the same GPA as the Area (1.7) but higher than the District (1.5). Mumford H.S. (1.6) and Barsamian Prep. Center (1.6) have lower GPA than the Area (1.7) but higher than the District (1.5).

TABLE 9

AREA C SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1996-97

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Barsamian Prep. Center	19*	1.6	2058*	1.7	17,553*	1.5
Boykin CEC	71*	1.0	2058*	1.7	17,553*	1.5
Central High School	628*	1.3	2058*	1.7	17,553*	1.5
Mumford High School	237*	1.6	2058*	1.7	17,553*	1.5
Northern High School	481*	1.7	2058*	1.7	17,553*	1.5
Beaubien Middle School	291*	2.2	2058*	1.7	17,553*	1.5
Hampton Middle School	192*	2.3	2058*	1.7	17,553*	1.5
Detroit High School	136*	2.8	2058*	1.7	17,553*	1.5

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program

Table 10 shows that Beaubien M.S. (61%) and Hampton M.S. (71%) have higher percents of students with GPA's of 2.0+ than the Area (44%) and the District (38%). Mumford H.S. (41%) has lower percent of students with a GPA of 2.0+ than the Area (44%) and higher than the District (38%). Boykin CEC (24%), Central H.S. (25%) and Northern H.S. (39%) have lower percents of students with GPA's of 2.0+ than the Area (44%) and the District (38%).

TABLE 10

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	17*	24%	903*	44%	6721*	38%
Central High School	157*	25%	903*	44%	6721*	38%
Mumford High School	98*	41%	903*	44%	6721*	38%
Northern High School	187*	39%	903*	44%	6721*	38%
Beaubien Middle School	178*	61%	903*	44%	6721*	38%
Hampton Middle School	137*	71%	903*	44%	6721*	38%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1995
(Before the Program)

Table 11 shows that the ninth grade student daily attendance for Beaubien M.S. (91%), Hampton M.S. (95%) and Detroit H.S. (96%) are better than the Area (81%) and the District (77%). Boykin CEC (79%) and Central H.S. (79%) are lower than the Area (81%) and above the District (77%). Mumford H.S. (81%) is the same as the Area (81%) but better than the District (77%). Northern H.S. (73%) is lower than the Area (81%) and the District (77%).

TABLE 11

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	85*	79%	2629*	81%	19,484*	77%
Central High School	656*	79%	2629*	81%	19,484*	77%
Mumford High School	469*	81%	2629*	81%	19,484*	77%
Northern High School	729*	73%	2629*	81%	19,484*	77%
Beaubien Middle School	345*	91%	2629*	81%	19,484*	77%
Hampton Middle School	186*	95%	2629*	81%	19,484*	77%
Detroit High School	140*	96%	2629*	81%	19,484*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 12 shows that Beaubien M.S. (59%), Hampton M.S. (80%) and Detroit H.S. (93%) have higher percents of students with daily attendance of 92%+ than the Area (33%) and the District (26%). Central H.S. (14%) and Northern H.S. (15%) have lower percents of students with daily attendance of 92%+ than both the Area (33%) and the District (26%). Boykin CEC (32%) and Mumford H.S. (28%) have lower percents of students with daily attendance of 92%+ than the Area (33%) but higher than the District (26%).

TABLE 12

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	27*	32%	860*	33%	5124*	26%
Central High School	93*	14%	860*	33%	5124*	26%
Mumford High School	131*	28%	860*	33%	5124*	26%
Northern High School	111*	15%	860*	33%	5124*	26%
Beaubien Middle School	202*	59%	860*	33%	5124*	26%
Hampton Middle School	148*	80%	860*	33%	5124*	26%
Detroit High School	130*	93%	860*	33%	5124*	26%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(First Year Program)

Table 13 shows that the student daily attendance for Boykin CEC (83%), Beaubien M.S. (93%), Hampton M.S. (94%) and Detroit H.S. (94%) are better than both the Area (82%) and the District (77%). Mumford H.S. (82%) is the same as the Area (82%) but better than the District (77%). Central H.S. (78%) is higher the District (77%) but lower than the Area (82%). Northern H.S. (74%) is lower than the Area (82%) and the District (77%).

TABLE 13

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	55*	83%	2252*	82%	18,332*	77%
Central High School	645*	78%	2252*	82%	18,332*	77%
Mumford High School	283*	82%	2252*	82%	18,332*	77%
Northern High School	595*	74%	2252*	82%	18,332*	77%
Beaubien Middle School	299*	93%	2252*	82%	18,332*	77%
Hampton Middle School	195*	94%	2252*	82%	18,332*	77%
Detroit High School	156*	94%	2252*	82%	18,332*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program

Table 14 shows that Mumford H.S. (37%), Beaubien M.S. (67%), Hampton M.S. (78%) and Detroit H.S. (76%) have higher percents of students with daily attendance of 92%+ than both the Area (34%) and the District (27%). The other three schools Boykin CEC (24%), Central H.S. (12%) and Northern H.S. (13%) have lower percents of students with daily attendance of 92%+ than both the Area (34%) and the District (27%).

TABLE 14

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	13*	24%	771*	34%	5015*	27%
Central High School	79*	12%	771*	34%	5015*	27%
Mumford High School	105*	37%	771*	34%	5015*	27%
Northern High School	80*	13%	771*	34%	5015*	27%
Beaubien Middle School	199*	67%	771*	34%	5015*	27%
Hampton Middle School	152*	78%	771*	34%	5015*	27%
Detroit High School	119*	76%	771*	34%	5015*	27%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Second Year Program)

Table 15 shows that the student daily attendance for Beaubien M.S. (92%), Barsamian Prep. Center (100%), Hampton M.S. (94%) and Detroit H.S. (94%) are better than both the Area (82%) and the District (78%). Boykin CEC (71%), Central H.S. (72%), Mumford H.S. (81%) and Northern H.S. (80%) are lower than the Area (82%) and the District (78%) except Mumford H.S. (81%) and Northern H.S. (80%) are higher than the District (78%).

TABLE 15

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Barsamian Prep. Center	19*	100%	2058*	82%	17,553*	78%
Boykin CEC	89*	71%	2058*	82%	17,553*	78%
Central High School	628*	72%	2058*	82%	17,553*	78%
Mumford High School	237*	81%	2058*	82%	17,553*	78%
Northern High School	481*	80%	2058*	82%	17,553*	78%
Beaubien Middle School	291*	92%	2058*	82%	17,553*	78%
Hampton Middle School	192*	94%	2058*	82%	17,553*	78%
Detroit High School	136*	94%	2058*	82%	17,553*	78%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 16 shows that Beaubien M.S. (64%), Hampton M.S. (79%) and Boykin CEC. (42%) have higher percents of students with daily attendance of 92%+ than both the Area (35%) and the District (29%). Mumford H.S. (32%) has lower percents of students with daily attendance of 92%+ than the Area (35%) and higher than the District (29%). The other two schools Central H.S. (11%) and Northern H.S. (17%) have lower percents of students with daily attendance of 92%+ than both the Area (35%) and the District (29%).

TABLE 16

AREA D SCHOOLS NINTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	30*	42%	718*	35%	5024*	29%
Central High School	71*	11%	718*	35%	5024*	29%
Mumford High School	75*	32%	718*	35%	5024*	29%
Northern High School	84*	17%	718*	35%	5024*	29%
Beaubien Middle School	185*	64%	718*	35%	5024*	29%
Hampton Middle School	151*	79%	718*	35%	5024*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1995
(Before the Program)

Data in Table 17 show that the Area D schools' attempted credit hours average is 46.7; the earned Area D credit hours average is 36.7 a difference of 10.0 credit hours. Beaubien M.S., Hampton M.S., and Detroit H.S. are above the Area and District attempted and earned credit hours. Central H.S., Mumford H.S., Boykin CEC and Northern H.S. are below the Area and the District in both attempted and earned credit hours.

TABLE 17

AREA D SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1995

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Boykin CEC	90*	34.1	14.3	2775*	46.7	36.7	20,622*	48.5	32.8
Central High School	668*	37.7	31.7	2775*	46.7	36.7	20,622*	48.5	32.8
Mumford High School	654*	41.5	31.0	2775*	46.7	36.7	20,622*	48.5	32.8
Northern High School	743*	46.5	30.4	2775*	46.7	36.7	20,622*	48.5	32.8
Beaubien Middle School	343*	57.6	50.4	2775*	46.7	36.7	20,622*	48.5	32.8
Hampton Middle School	188*	63.1	57.4	2775*	46.7	36.7	20,622*	48.5	32.8
Detroit High School	144*	77.1	74.1	2775*	46.7	36.7	20,622*	48.5	32.8

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(First Year Program)

Data in Table 18 show that the Area D schools' attempted credit hours average is 46.6; the earned credit hours average is 39.1 a difference of 7.5 credit hours. Mumford H.S., Beaubien M.S., Hampton M.S. and Detroit H.S. are higher than the Area and the District credit hours average for both attempted and earned. Boykin CEC, Central H.S., and Northern H.S. are lower than the Area and the District credit hours attempted and earned.

TABLE 18

AREA D SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1996

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Boykin CEC	57*	31.5	24.0	2340*	46.6	39.1	19,227*	49.7	34.4
Central High School	650*	35.4	28.8	2340*	46.6	39.1	19,227*	49.7	34.4
Mumford High School	343*	59.7	43.6	2340*	46.6	39.1	19,227*	49.7	34.4
Northern High School	603*	41.0	29.3	2340*	46.6	39.1	19,227*	49.7	34.4
Beaubien Middle School	300*	56.7	50.5	2340*	46.6	39.1	19,227*	49.7	34.4
Hampton Middle School	195*	50.1	46.4	2340*	46.6	39.1	19,227*	49.7	34.4
Detroit High School	156*	78.8	75.9	2340*	46.6	39.1	19,227*	49.7	34.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Second Year Program)

Data in Table 19 show that the Area D schools' attempted credit hours average is 47.3; the earned credit hours average is 45.3 a difference of 2.0 credit hours. Mumford H.S., Beaubien M.S., Hampton M.S. and Detroit H.S. are higher than the Area and the District credit hours average for both attempted and earned. Barsamian Prep. Center, Boykin CEC, Central H.S., and Northern H.S. are lower than the Area and the District credit hours attempted and earned.

TABLE 19

AREA D SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1997

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Barsamian Prep. Center	19*	21.3	21.3	1900*	47.3	45.3	17,272*	49.7	46.9
Boykin CEC	71*	30.1	27.3	1900*	47.3	45.3	17,272*	49.7	46.9
Central High School	628*	44.8	41.7	1900*	47.3	45.3	17,272*	49.7	46.9
Mumford High School	237*	53.4	50.9	1900*	47.3	45.3	17,272*	49.7	46.9
Northern High School	481*	41.4	40.4	1900*	47.3	45.3	17,272*	49.7	46.9
Beaubien Middle School	291*	58.3	57.4	1900*	47.3	45.3	17,272*	49.7	46.9
Hampton Middle School	192*	51.3	50.8	1900*	47.3	45.3	17,272*	49.7	46.9
Detroit High School	136*	77.8	77.0	1900*	47.3	45.3	17,272*	49.7	46.9

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

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METROPOLITAN ACHIEVEMENT TESTS
April, 1995
(Before the Program)

Data in Table 20 show that Mumford H.S. (39.9), Beaubien M.S. (36.9), Hampton M.S. (40.2) and Detroit H.S. (52.0) are above the Area's (35.6) and the District's (36.5) mean NCE's. Boykin CEC (25.1), Central H.S. (32.1) and Northern H.S. (27.8) are below the Area's (35.6) and the District's (36.5). Detroit H.S. (52.0) is above the National mean NCE (50.0). All the other schools are below the National mean NCE (50.0).

TABLE 20

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995

	N	Mean NCE	GME*
Area	1375**	35.6	7.3
District	9009**	36.5	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	22**	25.1	6.0
Central High School	249**	32.1	6.7
Mumford High School	134**	39.9	8.1
Northern High School	357**	27.8	6.3
Beaubien Middle School	310**	36.9	7.7
Hampton Middle School	166**	40.2	8.3
Detroit High School	129**	52.0	10.1

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

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Data in Table 21 show that Mumford H.S. (39.9), Beaubien M.S. (36.9), Hampton M.S. (40.2) and Detroit H.S. (52.0) are above the Area's (35.6) and the District's (36.5) mean NCE's. Boykin CEC (25.1), Central H.S. (32.1) and Northern H.S. (27.8) are below the Area's (35.6) and the District's (36.5). Detroit H.S. (52.0) is above the National mean NCE (50.0). All the other schools are below the National mean NCE (50.0).

TABLE 21

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1995

	N	Mean NCE	GME*
Area	1367**	35.6	7.2
District	9066**	36.5	7.5
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	22**	25.1	6.5
Central High School	249**	32.1	6.7
Mumford High School	134**	39.9	8.1
Northern High School	357**	27.8	6.7
Beaubien Middle School	310**	36.9	7.2
Hampton Middle School	166**	40.2	7.2
Detroit High School	129**	52.0	10.1

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

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METROPOLITAN ACHIEVEMENT TESTS
March, 1996
(First Year Program)

Data in Table 22 show that Hampton M.S. (46.2) is above the Area (35.6) and the District (36.9). Boykin CEC (24.0), Central H.S. (28.9) Mumford H.S. (33.1), and Northern H.S. (30.3) are below the Area's (35.6) and the District's (36.9) mean NCE's. Beaubien M.S. (36.0) is above the Area's (35.6) and below the District's (36.9) mean NCE's. All the school are below the National mean NCE (50.0). Detroit H.S. has no data available.

TABLE 22

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING)
March, 1996

	N	Mean NCE	GME*
Area	984**	35.6	7.1
District	9003**	36.9	7.7
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	21**	24.0	5.9
Central High School	210**	28.9	6.4
Mumford High School	126**	33.1	6.8
Northern High School	226**	30.3	6.6
Beaubien Middle School	266**	36.0	7.3
Hampton Middle School	135**	46.2	9.3
Detroit High School	N/A	N/A	N/A

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 23 show that Hampton M.S. (40.8) is above the Area's (37.7) and the District's (40.1) mean NCE's. All the other schools Boykin CEC (26.8), Central H.S. (31.0), Mumford H.S. (36.0), Northern H.S. (35.1) and Beaubien (34.4) are below the Area's (37.7), the District's (40.1), and the National mean NCE's (50.0). Detroit H.S. has no data available.

TABLE 23

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996

	N	Mean NCE	GME*
Area	1097**	37.7	7.0
District	8971**	40.1	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	24**	26.8	6.2
Central High School	218**	31.0	6.5
Mumford High School	135**	36.0	6.8
Northern High School	228**	35.1	6.8
Beaubien Middle School	357**	34.3	6.7
Hampton Middle School	135**	40.8	7.7
Detroit High School	N/A	N/A	N/A

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Second Year Program)

Data in Table 24 show that Hampton M.S. (35.2), Beaubien M.S. (36.2) and Mumford H.S. (35.9) are above the Area (33.8) but below the District (36.3). Boykin CEC (31.2), Central H.S. (27.2) and Northern H.S. (31.4) are below the Area's (33.8) and the District's (36.3) mean NCE's. Detroit H.S. (44.3) is above the Area (33.8) and the District (36.3). All the school are below the National mean NCE (50.0).

TABLE 24

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING)
March, 1996-97

	N	Mean NCE	GME*
Area	1179**	33.8	6.8
District	8613**	36.3	7.1
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	19**	31.2	6.6
Central High School	262**	27.2	6.2
Mumford High School	135**	35.9	7.3
Northern High School	212**	31.4	6.7
Beaubien Middle School	260**	36.2	7.6
Hampton Middle School	157**	35.2	7.1
Detroit High School	123**	44.3	9.0

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 25 show that Beaubien M.S. (40.1) and Mumford H.S. (42.2) are above the Area's (33.8) and the District's (40.0) mean NCE's. Boykin CEC (27.8) and Central H.S. (29.7) are below the Area's (33.8), the District's (40.0), and the National mean NCE's (50.1). Northern H.S. (33.9), Detroit H.S. (37.6) and Hampton M.S. (39.9) are above the Area (33.8) but below the District (40.0).

TABLE 25

AREA D SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996-97

	N	Mean NCE	GME*
Area	1179**	33.8	6.8
District	8648**	40.0	7.6
National		50.1	9.7

Name of School	N	Mean NCE	GME*
Boykin CEC	19**	27.8	6.3
Central High School	266**	29.7	6.4
Mumford High School	135**	42.2	7.8
Northern High School	211**	33.9	6.7
Beaubien Middle School	260**	40.1	7.6
Hampton Middle School	161**	39.9	7.6
Detroit High School	125**	37.6	7.0

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 26 shows the number and percent of incoming 9th grade students leaving school. Beaubien M.S. (12.32), Hampton M.S. (15.79), Mumford H.S. (19.87) and Other Schools (14.58) have lower percent of incoming 9th grade students leaving school. Boykin CEC (54.84), Central H.S. (32.78) and Northern H.S. (31.83) have higher percents of incoming 9th grade students than the Area (24.27) and the District (27.15).

TABLE 26

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1994-95

Name of School	School			Area			District		
	Number Left**	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Beaubien Middle School	42	341	12.32	419	1726	24.27	3411	12,585	27.10
Hampton Middle School	28	177	15.79	419	1726	24.27	3411	12,585	27.10
Boykin CEC	17	31	54.84	419	1726	24.27	3411	12,585	27.10
Central High School	133	406	32.78	419	1726	24.27	3411	12,585	27.10
Mumford High School	36	181	19.87	419	1726	24.27	3411	12,585	27.10
Northern High School	142	446	31.83	419	1726	24.27	3411	12,585	27.10
Other Schools	21	144	14.58	419	1726	24.27	3411	12,585	27.10

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school transferred to another public or non-public school, transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices B-G - Reasons for leaving school listed by school (1995-97)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Second Year Program)

Table 27 shows the number and percent of incoming 9th grade students leaving school. Beaubien M.S. (12.51), Hampton M.S. (10.83), Mumford H.S. (17.15) and Other Schools (9.03) have lower percent of incoming 9th grade students than the Area (19.13) and the District (17.34). Boykin CEC (59.09), Central H.S. (22.61) and Northern H.S. (26.86) have higher percents of incoming 9th grade students that the Area (19.13) and the District (17.34).

TABLE 27

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Beaubien Middle School	38	304	12.51	308	1610	19.13	2110	12,167	17.34
Hampton Middle School	17	157	10.83	308	1610	19.13	2110	12,167	17.34
Boykin CEC	13	22	59.09	308	1610	19.13	2110	12,167	17.34
Central High School	78	345	22.61	308	1610	19.13	2110	12,167	17.34
Mumford High School	36	210	17.15	308	1610	19.13	2110	12,167	17.34
Northern High School	112	417	26.86	308	1610	19.13	2110	12,167	17.34
Other Schools	14	155	9.03	308	1610	19.13	2110	12,167	17.34

*See Appendix C for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 28 shows the number and percent of incoming 9th grade students leaving school. Hampton M.S. (1.86), Northern H.S. (3.20) and Other Schools (5.80) have lower percent of incoming 9th grade students leaving school than the Area (6.18) and the District (8.78). Boykin CEC (20.0), Central H.S. (9.89) and Barsamian Prep. Center (28.57) have higher percents of incoming 9th grade students than the Area (6.18) and the District (8.78). Mumford H.S. (8.39) has a higher percent than the Area (6.18) but lower than the District (8.78).

TABLE 28

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Beaubien Middle School	21	287	7.31	94	1520	6.18	994	11,324	8.78
Hampton Middle School	3	161	1.86	94	1520	6.18	994	11,324	8.78
Barsamian Prep. Center	4	167	28.57	94	1520	6.18	994	11,324	8.78
Boykin CEC	5	25	20.00	94	1520	6.18	994	11,324	8.78
Central High School	29	293	9.89	94	1520	6.18	994	11,324	8.78
Mumford High School	14	167	8.39	94	1520	6.18	994	11,324	8.78
Northern High School	10	312	3.20	94	1520	6.18	994	11,324	8.78
Other Schools	8	138	5.80	94	1520	6.18	994	11,324	8.78

*See Appendix D for specific reasons leaving school - by school (1997)

NINTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 29 shows the number and percent of 9th grade students (repeating courses) leaving school. Beaubien M.S. (0.00), Hampton M.S. (0.00) and Mumford H.S (30.52) have lower percents of 9th grade students (repeating courses) leaving school than the Area (57.19) and the District (57.85). Central H.S. (70.26), Northern H.S. (72.02), Boykin CEC (70.00) and Other Schools (57.89) have higher percents of 9th grade students (repeating courses) leaving school than the Area (57.19) and the District (57.85).

TABLE 29

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1994-95

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Beaubien Middle School	0	0	0.00	366	640	57.19	3204	5538	57.85
Hampton Middle School	0	0	0.00	366	640	57.19	3204	5538	57.85
Boykin CEC	14	20	70.00	366	640	57.19	3204	5538	57.85
Central High School	137	195	70.26	366	640	57.19	3204	5538	57.85
Mumford High School	65	213	30.52	366	640	57.19	3204	5538	57.85
Northern High School	139	193	72.02	366	640	57.19	3204	5538	57.85
Other Schools	11	19	57.89	366	640	57.19	3204	5538	57.85

*See Appendix E for specific reasons leaving school - by school (1995)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 30 shows the number and percent of 9th grade students (repeating courses) leaving school. Beaubien M.S. (0.00), Hampton M.S. (0.00), Mumford H.S. (40.28) and Central H.S. (42.15) have lower percents of 9th grade students (repeating courses) than the Area (47.23) and the District (45.92). Other Schools (57.89) and Northern H.S. (50.86) have higher percents of 9th grade students (repeating courses) than the Area (47.23) and the District (45.92).

TABLE 30

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Beaubien Middle School	0	0	0.00	273	578	47.23	2575	5607	45.92
Hampton Middle School	0	0	0.00	273	578	47.23	2575	5607	45.92
Boykin CEC	20	30	66.67	273	578	47.23	2575	5607	45.92
Central High School	94	223	42.15	273	578	47.23	2575	5607	45.92
Mumford High School	29	72	40.28	273	578	47.23	2575	5607	45.92
Northern High School	119	234	50.86	273	578	47.23	2575	5607	45.92
Other Schools	11	19	57.89	273	578	47.23	2575	5607	45.92

*See Appendix F for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 31 shows the number and percent of 9th grade students (repeating courses) leaving school. Barsamian Prep. Center (31.82), Boykin CEC (40.00) and Other Schools (100.00) have higher percents of 9th grade students (repeating courses) than the Area (15.47) and the District (22.92). Mumford H.S. (14.28) and Northern H.S. (4.76) have lower percents of 9th grade students (repeating courses) than the Area (15.47) and the District (22.92). Central H.S. (18.90) has higher percent of 9th grade students (repeating courses) than the Area (15.47) but lower than the District (22.92).

TABLE 31

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Barsamian Prep. Center	7	22	31.82	73	472	15.47	1136	4957	22.92
Boykin CEC	6	15	40.00	73	472	15.47	1136	4957	22.92
Central High School	45	238	18.90	73	472	15.47	1136	4957	22.92
Mumford High School	7	49	14.28	73	472	15.47	1136	4957	22.92
Northern High School	7	147	4.76	73	472	15.47	1136	4957	22.92
Other School	1	1	100.00	73	472	15.47	1136	4957	22.92

*See Appendix G for specific reasons leaving school - by school (1997)

TABLE 32

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 32 shows that there were 1726 students who were enrolled in Area D schools during the 1994-95 school year. Four hundred nineteen (419) students (24.16%) left school during the school year. One hundred twenty (120) students (6.95%) continued their education in night school or in another school system. Two hundred ninety-nine (299) students (17.32%) discontinued their education during the 1994-95 school year which is lower than the district (18.28%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	42	1726	2.43	275	12,565	2.18
b. Transfer to a Michigan School	56	1726	3.24	600	12,565	4.77
c. Transfer to Other States/Countries	22	1726	1.28	235	12,565	1.87
Subtotal	120		6.95	1110		8.82
Group B: Discontinued School						
d. Non-Return	150	1726	8.69	824	12,565	6.55
e. Suspended	9	1726	0.52	71	12,565	0.56
f. Lost to Institutions	10	1726	0.58	50	12,565	0.40
g. Moved/Cannot Locate	67	1726	3.88	669	12,565	5.32
h. Overage	27	1726	1.57	388	12,565	3.08
i. Other (Voluntary)	36	1726	2.08	299	12,565	2.39
Subtotal	299		17.32	2301		18.28
Grand Total	419		24.16	3411		27.10

*See Appendix B for individual schools (1995)

TABLE 33

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 33 shows that there were 1610 students who were enrolled in Area D schools during the 1995-96 school year. Three hundred eight (308) students (19.13%) left school during the school year. Eighty-one (81) students (5.03%) continued their education in night school or another public school district. Two hundred twenty-seven (227) students (14.10%) discontinued their education during the 1995-96 school year which is higher than the district (11.70%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	26	1610	1.62	117	12,167	0.96
b.	Transfer to a Michigan School	39	1610	1.98	425	12,167	3.49
c.	Transfer to Other States/Countries	16	1610	0.93	145	12,167	1.19
	Subtotal	81		5.03	687		5.64
Group B: Discontinued School							
d.	Non-Return	132	1610	8.08	729	12,167	5.99
e.	Suspended	12	1610	0.75	23	12,167	0.19
f.	Lost to Institutions	3	1610	0.12	4	12,167	0.03
g.	Moved/Cannot Locate	45	1610	2.86	378	12,167	3.11
h.	Overage	2	1610	0.43	124	12,167	1.02
i.	Other (Voluntary)	33	1610	1.55	165	12,167	1.36
	Subtotal	227		14.10	1423		11.70
	Grand Total	308		19.13	2110		17.34

*See Appendix C for individual schools (1996)

TABLE 34

AREA D SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 34 shows that there were 1397 students who were enrolled in the Area D schools during the 1996-97 school year. Ninety-four (94) students (6.72%) left school during 1996-97 school year. Thirty-eight (38) students (2.72%) continued their education in night school or another public school district. Fifty-six (56) students (4.00) discontinued their education during the 1996-97 school year which is lower than the district (5.14). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	5	1397	0.36	40	11,324	0.35
b. Transfer to a Michigan School	26	1397	1.86	279	11,324	2.47
c. Transfer to Other States/Countries	7	1397	0.50	93	11,324	0.82
Subtotal	38		2.72	412		3.64
Group B: Discontinued School						
d. Non-Return	14	1397	1.00	164	11,324	1.45
e. Suspended	2	1397	0.14	4	11,324	0.03
f. Lost to Institutions	3	1397	0.22	7	11,324	0.06
g. Moved/Cannot Locate	26	1397	1.85	274	11,324	2.42
h. Overage	2	1397	0.14	60	11,324	0.53
i. Other (Voluntary)	9	1397	0.64	73	11,324	0.65
Subtotal	56		4.00	582		5.14
Grand Total	94		6.72	994		8.78

*See Appendix D for individual schools (1997)

TABLE 35

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 35 shows that there were 640 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Three hundred sixty-six (366) students (57.18%) left school during the school year. One hundred thirty-one (131) students (20.47%) continued their education in night school or another public school district. Two hundred thirty-five (235) students (36.72%) discontinued their education during the 1994-95 school year which is higher than the district (42.79%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	98	640	15.31	488	5538	8.81
b.	Transfer to a Michigan School	23	640	3.60	269	5538	4.86
c.	Transfer to Other States/Countries	10	640	1.56	77	5538	1.39
	Subtotal	131		20.47	834		15.06
Group B: Discontinued School							
d.	Non-Return	90	640	14.06	567	5538	10.24
e.	Suspended	9	640	1.41	111	5538	2.00
f.	Lost to Institutions	1	640	0.16	27	5538	0.49
g.	Moved/Cannot Locate	79	640	12.34	710	5538	12.82
h.	Overage	26	640	4.06	701	5538	12.65
i.	Other (Voluntary)	30	640	4.68	254	5538	4.59
	Subtotal	235		36.72	2370		42.79
	Grand Total	366		57.18	3204		57.85

*See Appendix E for individual schools (1995)

TABLE 36

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 36 shows that there were 578 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Two hundred seventy-three (273) students (47.23%) left school during the school year. Sixty-four (64) students (11.07%) continued their education in night school or another public school district. Two hundred nine (209) students (36.16%) discontinued their education during the 1995-96 school year which is higher than the district (34.72%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	35	578	6.06	304	5607	5.42
b. Transfer to a Michigan School	23	578	3.98	273	5607	4.87
c. Transfer to Other States/Countries	6	578	1.03	51	5607	0.91
Subtotal	64		11.07	628		11.20
Group B: Discontinued School						
d. Non-Return	115	578	19.90	826	5607	14.73
e. Suspended	6	578	1.04	20	5607	0.36
f. Lost to Institutions	4	578	0.69	11	5607	0.20
g. Moved/Cannot Locate	44	578	7.61	545	5607	9.72
h. Overage	25	578	4.33	370	5607	6.60
i. Other (Voluntary)	15	578	2.59	175	5607	3.12
Subtotal	209		36.16	1947		34.72
Grand Total	273		47.23	2575		45.92

*See Appendix F for individual schools (1996)

TABLE 37

AREA D SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 37 shows that there were 472 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Seventy-three (73) students (15.43%) left school during the school year. Thirty-six (36) students (7.61%) continued their education in night school or another public school district. Seventy-three (73) students (7.82%) discontinued their education during the 1996-97 school year which is lower than the district (16.44%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	16	472	3.38	110	4957	2.22
b. Transfer to a Michigan School	18	472	3.81	169	4957	3.41
c. Transfer to Other States/Countries	2	472	0.42	42	4957	0.85
Subtotal	36		7.61	321		5.48
Group B: Discontinued School						
d. Non-Return	10	472	2.11	223	4957	4.50
e. Suspended	0	472	0.00	6	4957	0.12
f. Lost to Institutions	2	472	0.42	9	4957	0.18
g. Moved/Cannot Locate	9	472	1.90	339	4957	6.84
h. Overage	11	472	2.33	158	4957	3.19
i. Other (Voluntary)	5	472	1.06	80	4957	1.61
Subtotal	37		7.82	815		16.44
Grand Total	73		15.43	1136		22.92

*See Appendix G for individual schools (1997)

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 10

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1996 and 6/1997
b.	Daily Attendance (1)	6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1996 and 6/1997

The results are as follows:

TENTH GRADE/GRADE POINT AVERAGES
June, 1996
(Not Exposed to the Program)

Table 38 shows that four schools Central High School (1.9), Northern (1.9) and Detroit High School (2.9) are above the Area GPA of (1.8) and the District of (1.8). Mumford High School (1.6) and Boykin CEC (1.4) are below the Area GPA of (1.8) and the District (1.8).

TABLE 38

AREA C SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES
1995-96

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Boykin CEC**	56*	1.4	1784*	1.8	11,286*	1.8
Central High School	349*	1.9	1784*	1.8	11,286*	1.8
Mumford High School	891*	1.6	1784*	1.8	11,286*	1.8
Northern High School	356*	1.9	1784*	1.8	11,286*	1.8
Detroit High School	126*	2.9	1784*	1.8	11,286*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

**Pregnant and Teen Mothers Center

Table 39 shows that Boykin CEC (32%) has lower percents of students with GPA's of 2.0+ than the Area (40%) and the District (49%). Central H.S. (46%) and Mumford H.S. (40%) have higher percents of students with GPA's of 2.0+ than the Area (36%) but below the District (49%). Northern H.S. (49%) has a higher percent of students with GPA's of 2.0+ than the Area (36%) but the same as the District (49%).

TABLE 39

AREA C SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES

1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	18*	32%	40*	36%	5477*	49%
Central High School	160*	46%	40*	36%	5477*	49%
Mumford High School	360*	40%	40*	36%	5477*	49%
Northern High School	176*	49%	40*	36%	5477*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/GRADE POINT AVERAGES
June, 1997
(Exposed to the Ninth Grade Program)

Table 40 shows that Northern H.S. (2.1) has a higher GPA than the Area (1.8) and District (1.8). Boykin CEC (1.2), Central H.S. (1.5) and Mumford H.S. (1.7) have lower GPA than the Area (1.8) but the same as the District (1.8).

TABLE 40

AREA D SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES
1996-97

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Boykin CEC**	71*	1.2	1507*	1.8	11,013*	1.8
Central High School	341*	1.5	1507*	1.8	11,013*	1.8
Mumford High School	633*	1.7	1507*	1.8	11,013*	1.8
Northern High School	311*	2.1	1507*	1.8	11,013*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 41 shows that Northern H.S. (58%) has a higher percent of students with GPA's of 2.0+ than the Area (49%) and the District (49%). Mumford H.S. (43%), Boykin CEC (29%) and Central H.S. (36%) have lower percents of students with GPA's of 2.0+ than the Area (49%) and the District (49%).

TABLE 41

AREA D SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES

1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	18*	25%	731*	49%	5420*	49%
Central High School	124*	36%	731*	49%	5420 *	49%
Mumford High School	273*	43%	731*	49%	5420 *	49%
Northern High School	180*	58%	731*	49%	5420*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(Not Exposed to the Ninth Grade Program)

Table 42 shows that the student daily attendance for Boykin CEC (87%) is better than both the Area (81%) and the District (80%). Northern H.S. (81%) is the same as the Area (81%) but better than the District (80%). Central H.S. (79%) is lower than the District (80%) and the Area (81%). Mumford H.S. (80%) is lower than the Area (81%) and the same as the District (80%).

TABLE 42

AREA D SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Boykin CEC	56*	87%	1784*	81%	11,286*	80%
Central High School	349*	79%	1784*	81%	11,286*	80%
Mumford High School	891*	80%	1784*	81%	11,286*	80%
Northern High School	356*	81%	1784*	81%	11,286*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 43 shows that Boykin CEC (34%) has a higher percent of students with GPA's of 2.0+ than the Area (26%) and the District (29%). Mumford H.S. (25%), Northern H.S. (22%) and Central H.S. (12%) have lower percents of students with GPA's of 2.0+ than the Area (26%) and the District (29%).

TABLE 43

AREA D SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	19*	34%	464*	26%	3267*	29%
Central High School	42*	12%	464*	26%	3267*	29%
Mumford High School	220*	25%	464*	26%	3267*	29%
Northern High School	77*	22%	464*	26%	3267*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Exposed to the Ninth Grade Program)

Table 44 shows that the student daily attendance for Boykin CEC (91%) and Northern H.S. (84%) are better than both the Area (81%) and the District (80%). Mumford H.S. (80%) is the same as the District (80%) but lower than the Area (81%). Central H.S. (73%) is lower the District (80%) and the Area (81%).

TABLE 44

AREA D SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE 1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	71*	91%	1507*	81%	11,013*	80%
Central High School	341*	73%	1507*	81%	11,013*	80%
Mumford High School	633*	80%	1507*	81%	11,013*	80%
Northern High School	311*	84%	1507*	81%	11,013*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 45 shows that Central H.S. (13%), Mumford H.S. (27%), and Northern H.S. (23%) have lower percents of students with daily attendance of 92%+ than both the Area (29%) and the District (29%). Boykin CEC (55%) has a higher percent of students with daily attendance of 92%+ than both the Area (29%) and the District (29%).

TABLE 45

AREA D SCHOOLS TENTH GRADE/ NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE

1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Boykin CEC	39*	55%	434*	29%	3207*	29%
Central High School	46*	13%	434*	29%	3207*	29%
Mumford High School	174*	27%	434*	29%	3207*	29%
Northern High School	71*	23%	434*	29%	3207*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(Not Exposed to the Ninth Grade Program)

Data in Table 46 show that the Area D schools' attempted credit hours average is 51.1; the earned credit hours average is 49.5 a difference of 1.6 credit hours. Mumford H.S., and Detroit H.S. are higher than the Area and the District credit hours average for both attempted and earned. Boykin CEC, Central H.S., and Northern H.S. are lower than the Area and the District credit hours attempted and earned. Mumford H.S. is higher for attempted and earned for the District but higher for attempted and lower for earned for the Area.

TABLE 46

AREA D SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1995-96

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Boykin CEC	56*	36.1	34.7	1722*	51.1	49.5	11,326*	51.8	48.7
Central High School	351*	44.0	42.8	1722*	51.1	49.5	11,326*	51.8	48.7
Mumford High School	828*	51.6	49.0	1722*	51.1	49.5	11,326*	51.8	48.7
Northern High School	361*	49.2	48.0	1722*	51.1	49.5	11,32*6	51.8	48.7
Detroit High School	126*	79.6	79.1	1722*	51.1	49.5	11,326*	51.8	48.7

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Exposed to the Ninth Grade Program)

Data in Table 47 show that the Area D schools' attempted credit hours average is 53.3; the earned credit hours average is 51.1 a difference of 2.2 credit hours. Mumford H.S. and Detroit H.S. are higher than the Area and the District credit hours average for both attempted and earned. Boykin CEC, Central H.S., and Northern H.S. are lower than the Area and the District credit hours attempted and earned.

TABLE 47

AREA D SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1997

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Boykin CEC	71*	31.5	28.7	1488*	53.3	51.1.	10,926*	53.5	51.4
Central High School	341*	49.3	46.7	1488*	53.3	51.1	10,926*	53.5	51.4
Mumford High School	633*	55.3	52.4	1488*	53.3	51.1	10,926*	53.5	51.4
Northern High School	311*	47.8	46.9	1488*	53.3	51.1	10,926*	53.5	51.4
Detroit High School	132*	78.8	78.3	1488*	53.3	51.1	10,926*	53.5	51.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS

April, 1996

(Not Exposed to the Ninth Grade Program)

Data in Table 48 show that Detroit H.S. (44.4) is above the Area (31.8) and the District (24.6). Boykin CEC (23.6) is below the Area's (31.8) and the District's (24.6) mean NCE's. Central H.S. (26.7) and Northern H.S. (28.0) are below the Area (31.8) but higher than the District (24.6). All the school are below the National mean NCE (50.0).

TABLE 48

AREA D SCHOOLS TENTH GRADE METROPOLITAN ACHIEVEMENT TEST (READING)

April, 1996

	N	Mean NCE	GME*
Area	1033**	31.8	8.3
District	7280**	24.6	8.8
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Boykin CEC	27**	23.6	6.6
Central High School	184**	26.7	7.1
Mumford High School	439**	33.7	8.8
Northern High School	261**	28.0	7.6
Detroit High School	114**	44.4	10.3

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 49 show that Detroit H.S. (41.2) is above the Area's (31.9) and the District's (35.7) mean NCE's. All the other schools Boykin CEC (31.0), Central H.S. (28.4) and Northern H.S. (28.9) are below the Area's (31.9), the District's (35.7), and the National mean NCE's (50.0). Mumford H.S. (33.0%) is above the Area's (31.9) mean NCE's but below the District's (35.7), and the National mean NCE's (50.0).

TABLE 49

AREA D SCHOOLS TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996

	N	Mean NCE	GME*
Area	1029**	31.9	7.8
District	7227**	35.7	8.5
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Boykin CEC	23**	31.0	7.5
Central High School	185**	28.4	7.2
Mumford High School	439**	33.0	7.8
Northern High School	259**	28.9	7.2
Detroit High School	115**	41.2	10.2

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Exposed to the Ninth Grade Program)

Data in Table 50 show that Detroit H.S. (42.0) is above the Area (31.7) and the District (34.7). Boykin CEC (23.9), Central H.S. (28.6) and Northern H.S. (26.7) are below the Area's (31.7) and the District's (34.7) mean NCE's. Mumford H.S. (32.9) is above the Area's (31.7) and below the District's (34.7) mean NCE's. All the school are below the National mean NCE (50.0).

TABLE 50

AREA D SCHOOLS TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1997

	N	Mean NCE	GME*
Area	916**	31.7	8.3
District	6976**	34.7	8.9
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Boykin CEC	19**	23.9	6.8
Central High School	157**	28.6	7.7
Mumford High School	426**	32.9	8.6
Northern High School	191**	26.7	7.1
Detroit High School	114**	42.0	9.9

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 51 show that Mumford H.S. (37.6) is above the Area's (33.2) and the District's (36.4) mean NCE's. All the other schools Boykin CEC (27.6), Central H.S. (28.4) and Northern H.S. (27.5) are below the Area's (33.2), the District's (36.4), and the National mean NCE's (50.0). Detroit H.S. 34.7) is above the Area's (33.2) mean NCE's but below the District's (36.4), and the National mean NCE's (50.0).

TABLE 51

AREA D SCHOOLS TENTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)

April, 1997

	N	Mean NCE	GME*
Area	928**	33.2	7.8
District	6960**	36.4	8.6
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Boykin CEC	19**	27.6	6.9
Central High School	159**	28.4	7.0
Mumford High School	426**	37.6	8.8
Northern High School	198**	27.5	6.9
Detroit High School	117**	34.7	8.1

* GME = Grade Mean Equivalent

** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Not Exposed to the Ninth Grade Program)

Table 52 shows the number and percent of incoming 10th grade students leaving school. Mumford H.S. (4.50), Central H.S. (4.96) and Other Schools (0.83) have lower percent of incoming 10th grade students leaving school than the Area (5.68) and the District (6.74). Boykin CEC (27.92), Barsamian Prep. Center (66.67) and Northern H.S. (6.85) have higher percents of incoming 10th grade students than the Area (5.68) and the District (6.74).

TABLE 52

AREA D SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Barsamian Prep. Center	2	3	66.67	73	1286	5.68	517	7667	6.74
Boykin CEC	12	43	27.92	73	1286	5.68	517	7667	6.74
Central High School	11	221	4.96	73	1286	5.68	517	7667	6.74
Mumford High School	28	621	4.50	73	1286	5.68	517	7667	6.74
Northern High School	19	277	6.85	73	1286	5.68	517	7667	6.74
Other Schools	1	121	0.83	73	1286	5.68	517	7667	6.74

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school transferred to another public or non-public school, transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices H-K - Reasons for leaving school listed by school (1996 and 1997)

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Program)

Table 53 shows the number and percent of incoming 10th grade students leaving school. Central H.S. (3.50) and Northern H.S. (2.52) have lower percent of incoming 10th grade students than the Area (6.54) and the District (6.50). Boykin CEC (38.23), Mumford H.S. (6.77), Barsamian Prep. Center (33.33) and Other Schools (7.36) have higher percents of incoming 10th grade students than the Area (6.54) and the District (6.50).

TABLE 53

AREA D SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Boykin CEC	13	34	38.23	70	1070	6.54	502	7602	6.50
Central High School	5	143	3.50	70	1070	6.54	502	7602	6.50
Mumford High School	35	517	6.77	70	1070	6.54	502	7602	6.50
Northern High School	6	237	2.52	70	1070	6.54	502	7602	6.50
Barsamian Prep. Center	1	3	33.33	70	1070	6.54	502	7602	6.50
Other Schools	10	136	7.36	70	1070	6.54	502	7602	6.50

*See Appendix I for specific reasons leaving school - by school (1997)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(Not Exposed to the Ninth Grade Program)

Table 54 shows the number and percent of 10th grade students (repeating courses) leaving school. Mumford H.S (6..55) has lower percents of 10th grade students (repeating courses) leaving school than the Area (12.80) and the District (24.17). Boykin CEC (73.33) and Barsamian Prep. Center (100.00) have higher percents of 10th grade students (repeating courses) leaving school than the Area (12.80) and the District (24.17). Central H.S. (15.28) and Northern H.S. (15.46) have higher percent of 10th grade students (repeating courses) leaving school than the Area (12.80) but lower than the District (24.17).

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TABLE 54

AREA D SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Boykin CEC**	11	15	73.33	53	414	12.80	705	2917	24.17
Central High School	11	72	15.28	53	414	12.80	705	2917	24.17
Mumford High School	15	229	6.55	53	414	12.80	705	2917	24.17
Northern High School	15	97	15.46	53	414	12.80	705	2917	24.17
Barsamian Prep. Center	1	1	100.00	53	414	12.80	705	2917	24.17

*See Appendix J for specific reasons leaving school - by school (1996)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Not Exposed to the Ninth Grade Program)

Table 55 shows the number and percent of 10th grade students (repeating courses) leaving school. Central H.S. (17.77) and Northern H.S. (8.82) have lower percents of 10th grade students (repeating courses) leaving school than the Area (19.83) and the District (21.68). Boykin CEC (44.44), Mumford H.S. (46.43), and Barsamian Prep. Center (100.00) have higher percents of 10th grade students (repeating courses) leaving school than the Area (19.83) and the District (21.68).

TABLE 55

AREA D SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Boykin CEC**	4	9	44.44	48	242	19.83	597	2753	21.68
Central High School	24	135	17.77	48	242	19.83	597	2753	21.68
Mumford High School	13	28	46.43	48	242	19.83	597	2753	21.68
Northern High School	6	68	8.82	48	242	19.83	597	2753	21.68
Barsamian Prep. Center	1	1	100.00	48	242	19.83	597	2753	21.68

*See Appendix J for specific reasons leaving school - by school (1996)

TABLE 56

AREA D SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(Not Exposed to the Ninth Grade Program)

Table 56 shows that there were 1286 students who were enrolled in Area D schools during the 1995-96 school year. Seventy-three (73) students (5.68%) left school during the school year. Twenty-three (23) students (1.79%) continued their education in night school or in another school system. Fifty (50) students (3.89%) discontinued their education during the 1995-96 school year which is higher than the district (3.18%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	6	1286	0.47	67	7667	0.87
b.	Transfer to a Michigan School	11	1286	0.85	144	7667	1.88
c.	Transfer to Other States/Countries	6	1286	0.47	62	7667	0.81
	Subtotal	23		1.79	273		3.56
Group B: Discontinued School							
d.	Non-Return	21	1286	1.64	37	7667	0.48
e.	Suspended	1	1286	0.07	9	7667	0.12
f.	Lost to Institutions	2	1286	0.16	4	7667	0.05
g.	Moved/Cannot Locate	14	1286	1.09	89	7667	1.16
h.	Overage	11	1286	0.86	76	7667	0.99
i.	Other (Voluntary)	1	1286	0.07	29	7667	0.38
	Subtotal	50		3.89	244		3.18
	Grand Total	73		5.68	517		6.74

*See Appendix H for individual schools (1996)

TABLE 57

AREA D SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Exposed to the Ninth Grade Program)

Table 57 shows that there were 1070 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. Seventy (70) students (6.54%) left school during the school year. Twenty (20) students (1.87%) continued their education in night school or another public school district. Fifty (50) students (4.67%) discontinued their education during the 1996-97 school year which is higher than the district (3.98%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	1	1070	0.09	30	7602	0.40
b.	Transfer to a Michigan School	15	1070	1.40	121	7602	1.59
c.	Transfer to Other States/Countries	4	1070	0.38	48	7602	0.63
	Subtotal	20		1.87	199		2.62
Group B: Discontinued School							
d.	Non-Return	29	1070	2.71	55	7602	0.72
e.	Suspended	0	1070	0.00	3	7602	0.04
f.	Lost to Institutions	0	1070	0.00	0	7602	0.00
g.	Moved/Cannot Locate	9	1070	0.84	153	7602	2.01
h.	Overage	4	1070	0.38	58	7602	0.76
i.	Other (Voluntary)	8	1070	0.74	34	7602	0.45
	Subtotal	50		4.67	303		3.98
	Grand Total	70		6.54	502		6.60

*See Appendix I for individual schools (1997)

TABLE 58

AREA D SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(Not Exposed to the Ninth Grade Program)

Table 58 shows that there were 414 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. Fifty-three (53) students (12.80%) left school during the school year. Seventeen (17) students (4.11%) continued their education in night school or another public school district. Thirty-six (36) students (8.69%) discontinued their education during the 1995-96 school year which is lower than the district (16.22%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	11	414	2.67	106	2917	3.63
b. Transfer to a Michigan School	3	414	0.72	109	2917	3.74
c. Transfer to Other States/Countries	3	414	0.72	17	2917	0.58
Subtotal	17		4.11	232		7.95
Group B: Discontinued School						
d. Non-Return	14	414	3.38	81	2917	2.78
e. Suspended	2	414	0.48	5	2917	0.17
f. Lost to Institutions	0	414	0.00	2	2917	0.07
g. Moved/Cannot Locate	11	414	2.66	150	2917	5.14
h. Overage	8	414	1.93	198	2917	6.79
i. Other (Voluntary)	1	414	0.24	37	2917	1.27
Subtotal	36		8.69	473		16.22
Grand Total	53		12.80	705		24.17

*See Appendix J for individual schools (1996)

TABLE 59

AREA D SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Not Exposed to the Ninth Grade Program)

Table 59 shows that there were 242 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. Forty-eight (48) students (19.83%) left school during the school year. Nineteen (19) students (7.85%) continued their education in night school or another public school district. Twenty-nine (29) students (11.98%) discontinued their education during the 1996-97 school year which is lower than the district (15.87%). However, it should be noted that some of these students might return and continue their education.

		Area			District		
Reasons for Leaving		Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	13	242	5.37	73	2753	2.65
b.	Transfer to a Michigan School	4	242	1.65	64	2753	2.32
c.	Transfer to Other States/Countries	2	242	0.83	23	2753	0.84
	Subtotal	19		7.85	160		5.81
Group B: Discontinued School							
d.	Non-Return	14	242	5.79	119	2753	4.32
e.	Suspended	0	242	0.00	3	2753	0.11
f.	Lost to Institutions	0	242	0.00	1	2753	0.04
g.	Moved/Cannot Locate	8	242	3.30	174	2753	6.32
h.	Overage	6	242	2.48	108	2753	3.92
i.	Other (Voluntary)	1	242	0.41	32	2753	1.16
	Subtotal	29		11.98	437		15.87
	Grand Total	48		19.83	597		21.68

*See Appendix K for individual schools (1997)

CONCLUSIONS

Summary of findings based on the data.

A. Principals' Perceptions of the Program

- **Two (2) principals commented on twelve (12) statements.**
- **Mean average of all the positive statements is ninety-two percent (92%)**
- **Preparation of ninth grade staff:**
  - using in-service training
  - having staff meetings
  - meeting and planning the instructional program
- Teaching strategies:
  - interdisciplinary teaming
  - collaborating with each other
  - cooperative learning
- Organizational changes of the program:
  - team teaching
  - block scheduling
  - flexible scheduling
- Major concerns of the program:
  - teachers have to be sensitive to the needs of children
  - staff needs continued in-service training
  - scheduling and planning for interdisciplinary/integrated learning
- Reactions of stakeholders:

  Students

  - students have improved their achievement in reading, science and mathematics
  - attendance also improved

Teachers

- teachers are involved in the total program
- teachers are involved in the Ninth Grade Restructuring

Parents

- parents appear to be pleased with the scheduled meetings
- parents were pleased with the program

- Implementation changes of the program:
  - need more time for teachers to have individual planning time
  - more resources are needed for the schools

- Major challenges of the program:
  - more time for teachers to confer with each other regarding instructional strategies
  - improving attendance
  - time for staff in-service training

- Challenges of parental involvement:
  - parental component must take an active role
  - parental involvement is increasing every year

B. Teachers' Perceptions of the Program

- Thirty-five (35) teachers responded to nineteen (19) statements.

- Mean average of all the positive statements is ninety percent (90%)

- Teaching strategies:
  - cooperative learning **(18)**
  - student-centered instruction **(3)**
  - hands-on-activities **(5)**

- Organizational changes of the program:
  - flexible scheduling **(3)**
  - team teaching **(10)**

  - block scheduling (6)

- Concerns about delivery of instruction:

  - poor student attendance
  - limitations of funds
  - keep students focused
  - handling disruptive students

- Reactions of stakeholders:

  Students

  - increase students expectations
  - have responded positive about the program are more cooperative

  Teachers

  - are very energetic and are enthusiastic
  - are motivated
  - are eager to change

  Parents

  - appear to be enthusiastic
  - appreciate the added support
  - are more involved in the school

- Implementation changes of the program:

  - flexible scheduling
  - common prep period
  - team teaching

- Major challenges of the program:

  - chronic absenteeism of students
  - student apathy and lack of student basic skills
  - getting support of department heads

- Challenges of parental involvement:

    - getting parents involved in the school
    - lacking of parental support
    - being cooperative and supportive

C. Students' Perceptions of the Program

- One hundred seventy-four (174) students commented on twenty (20) statements.

- Mean average of all the positive statements is eighty percent (80%)

- Liked best about the program:

    - teachers are lacking more time to help us
    - getting more individual help from teachers
    - preparing me for college and the world

- Liked least about the program:

    - lacking cooperation from our counselor
    - following the same group all day
    - getting stuck with the same students

D. Ninth Grade Administrators' Perceptions of the Program

- Three (3) Ninth Grade Administrators commented on twelve (12) statements.

- The mean average of all the positive statements is ninety-five percent (95%).

- Preparation of staff:

    - organizing ninth grad teams
    - planning sessions and conferences
    - having weekly meetings with the teams

- Teaching strategies:

    - student-centered instruction
    - interdisciplinary teaching projects
    - cooperative learning

- Organizational changes of the program:

  - team teaching
  - block scheduling
  - teaming
- Major concerns of the program:

  - lack of resources for in-service training
  - interdisciplinary learning for all students
  - teachers fear change

- Reactions of stakeholders:

  Students

  - welcomed the extra attention
  - were helped greatly with the program
  - raised their achievement

  Teachers

  - were very excited about the program
  - were involved in the implementation process
  - met monthly to discuss curriculum issues

  Parents

  - are aware of the program
  - welcomed the support

- Implementation of the program:

  - workshops on how to increase parental involvement
  - workshops for teachers
  - central office support and involvement

- Major challenges of the program:

  - conflict between home and school regarding the importance of attendance
  - improving student attendance
  - having time to meet with the ninth grade team

- Challenges of parental involvement:
  - getting parents to schools to get involved
  - collaborating with parents

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.1 to 2.7
- Area's grade point average is 1.6
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.8
- Area's grade point average is 1.7
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 2.8
- Area's grade point average is 1.7
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 73% to 96%
- Area's daily attendance average is 81%
- District's daily attendance average is 77%

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 94%
- Area's daily attendance average is 82%
- District's daily attendance average is 77%

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*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 71% to 100%
- Area's daily attendance average is 82%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 34.1 to 77.1
- Schools' average credit hours earned ranged from 14.3 to 74.1
- Area's average of credit hours attempted is 46.7
- Area's average of credit hours earned is 36.7
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 31.5 to 78.8
- Schools' average credit hours earned ranged from 24.0 to 75.9
- Area's average credit hours attempted is 46.6
- Area's average credit hours earned is 39.1
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 21.3 to 77.8
- Schools' average credit hours earned ranged from 21.3 to 77.0
- Area's average credit hours attempted is 47.3
- Area's average credit hours earned is 45.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.0 to 10.1
- Area's GME average is 7.3
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

   - Schools' grade mean equivalent (GME) ranged from 6.5 to 10.1
   - Area's GME average is 7.2
   - District's GME average is 7.5
   - National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

   - Schools' grade mean equivalent (GME) ranged from 5.9 to 9.3
   - Area's GME average is 7.1
   - District's GME average is 7.7
   - National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

   - Schools' grade mean equivalent (GME) ranged from 6.2 to 7.7
   - Area's GME average is 7.0
   - District's GME average is 7.6
   - National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

   - Schools' grade mean equivalent (GME) ranged from 6.2 to 9.0
   - Area's GME average is 6.8
   - District's GME average is 7.1
   - National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

   - Schools' grade mean equivalent (GME) ranged from 6.3 to 7.8
   - Area's GME average is 6.8
   - District's GME average is 7.6
   - National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

   - Schools' discontinued average rate ranged from 8.33% to 51.61%
   - Area's discontinued rate is 17.32%
   - District's discontinued rate is 18.28%

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2. **Incoming 9th Grade Students Leaving School* (1996)**

   - Schools' discontinued average rate ranged from 3.87% to 50.00%
   - Area's discontinued rate is 14.10%
   - District's discontinued rate is 11.70%

3. **Incoming 9th Grade Students Leaving School* (1997)**

   - Schools' discontinued average rate ranged from 0.00% to 8.00%
   - Area's discontinued rate is 4.00%
   - District's discontinued rate is 5.14%

4. **Ninth Grade Students (Repeating Courses) Leaving School* (1995)**

   - Schools' discontinued average rate ranged from 0.00% to 70.00%
   - Area's discontinued rate is 36.72%
   - District's discontinued rate is 42.79%

5. **Ninth Grade Students (Repeating Courses) Leaving School* (1996)**

   - Schools' discontinued average rate ranged from 0.00% to 66.67%
   - Area's discontinued rate is 36.16%
   - District's discontinued rate is 34.72%

6. **Ninth Grade Students (Repeating Courses) Leaving School* (1997)**

   - Schools' discontinued average rate ranged from 0.00% to 26.67%
   - Area's discontinued rate is 7.82%
   - District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area D schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Decreased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased

f.	MAT Mathematics	-	Decreased	Decreased
g.	Educational Status*	-	Decreased**	Decreased***

Four out of seven variables showed improvement and three did not show improvement for 1995 vs. 1996. Four out of seven variables showed improvement and three did not show improvement for 1995 vs. 1997.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.4 to 2.9
- Area's grade point average is 1.8
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.2 to 2.1
- Area's grade point average is 1.8
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 79% to 87%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 73% to 91%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 36.1 to 79.6
- Schools' average credit hours earned ranged from 34.7 to 79.1

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*Students leaving school (discontinued their education).

**It shows improvement.

- Area's average of credit hours attempted is 51.1
- Area's average of credit hours earned is 49.5
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 31.5 to 78.8
- Schools' average credit hours earned ranged from 28.7 to 78.3
- Area's average credit hours attempted is 53.3
- Area's average credit hours earned is 51.1
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 10.3
- Area's GME average is 8.3
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.2 to 10.2
- Area's GME average is 7.8
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 9.9
- Area's GME average is 8.3
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.9 to 8.8
- Area's GME average is 7.8
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 0.00% to 23.27%
- Area's discontinued rate is 3.89%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)
(Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 0.00% to 26.47%
- Area's discontinued rate is 4.67%
- District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 0.00% to 100.00%
- Area's discontinued rate is 8.69%
- District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 0.00% to 46.43%
- Area's discontinued rate is 11.98%
- District's discontinued rate is 15.87%

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area D schools having tenth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Remained the same
f.	MAT Mathematics	-	Remained the same

g. Educational Status* - Increased**

Two out of seven variables showed improvement, four variables remained the same, and one declined for 1996 vs. 1997.

RECOMMENDATIONS

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
    - create a school within-a-school environment
    - expanding the role of a homeroom teacher to include mentor and personal guide;
    - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
    - creating clusters of students who remain together for several classes and thus can offer each other support;
    - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.
- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.
- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:
    - schedule visits to the high schools by small groups of incoming students.
    - assign a high school student to mentor each new student.
    - have a middle school student shadow a high school student to learn what a high school day is like.

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*Students leaving school (discontinued their education).

**It does not show improvement.

- schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

- have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10^{th} grade.

APPENDICES

APPENDIX A

High School Allocations Title 1
and
Ninth Grade Restructuring 31a
by Area
1996-97

TABLE 60
HIGH SCHOOL ALLOCATIONS TITLE 1 FUNDS
AND
NINTH GRADE RESTRUCTURING 31a FUNDS
1996-97

PARTICIPATING			9TH GRADE	H.S.	TOTAL
SCHOOLS	FREE	REDUC	RESTRUCT. *	TITLE I *	
	APPS	APPS	ALLOCATION	ALLOCATION	
			31a		
AREA A					
CASS H. S.	860	14	425.018	268 967	$693.985
CHADSEY H. S.	550	6	271.814	296.423	$568.237
COMMERCE AND BUSINESS, H.S.	79	19	39.042	52.247	$91,289
CROCKETT TECHNICAL H. S.	261	33	128.988	156.742	$285.730
FREDERICK DOUGLASS ACADEMY	223	19	110,208	193.528	$303,736
FERGUSON ACADEMY	276	3	136.401	297.489	$433.890
MARTIN LUTHER KING, JR. H. S.	702	48	346.933	199 926	$546.859
MILLER M.S.	106		52,386		
MURRAY - WRIGHT H. S.	143	83	564.642	653.624	$1,218,266
SOUTHWESTERN H. S	626	45	309.374	357.734	$667,108
WESTERN INTERNATIONAL H. S.	670	19	331,119	367.330	$698.449
AREA B					
CODY H. S	860	41	425.018	480.355	$905.373
DETROIT CITY H. S	145	10	71,660	165.272	$236.932
HERMAN/ROGERS	25		12.355		
MACKENZIE H. S.	1114	36	550.547	613.105	$1,163,652
NORTHWESTERN H. S	995	39	491,736	551.262	$1,042.998
AREA C					
COMMUNICATION & MEDIA ARTS	153	21	75.614	46.383	$121,997
COOLEY H. S.	837	21	413,651	457.430	$871,081
HENRY FORD H. S.	791	27	390.918	218.052	$608.970
REDFORD H. S	1,024	37	506.068	282.828	$788.896
RENAISSANCE H. S.	172		85,004		
AREA D					
BEAUBIEN M.S	107		52.880		
BOYKIN H.S	221	4	109,220	179.933	$289.153
CENTRAL H.S	864	22	426.995	472.358	$899.353
DETROIT H. S.	173	34	85.498	55.179	$140.677
HAMPTON M.S	103		50.903		
MUMFORD H. S	630	41	311,351	178.867	$490.218
NORTHERN H. S	926	12	457.636	500.081	$957.717
AREA E					
DAVIS AEROSPACE TECHNICAL H	99	20	48.927	63.443	$112,370
KETTERING H. S	1019	27	503.597	557.659	$1,061,256
OSBORN H. S	1155	28	570.809	315.349	$886.158
PERSHING H. S	1083	9	535.226	582.184	$1,117,410
AREA F					
BURBANK	91				
DENBY H. S.	1112	17	549.558	601.910	$1,151,468
FINNEY H. S.	726	23	403,767	399.318	$803.085
JACKSON M.S	43		21,251		
SOUTHEASTERN H. S.	893	22	441,327	731.728	$1,173.055
VINCENT CEC	187	5	92.417	153.543	$245.960
TOTALS	20,044	785	$10,399,858	10,450,249	$20.575.328

** Includes all Middle Schools with 9th Grades.

APPENDIX B

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Beaubien Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	31	341	9.09
Night School	0	341	0.00
Transfer to a Michigan School	7	341	2.05
Transfer to Other States/Countries	2	341	0.59
Other (Voluntary)	2	341	0.59
Total	42		12.32

Continued Education: 9 students (2.64%) Discontinued Education: 33 students (9.68%)

Hampton Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	17	177	9.60
Night School	1	177	0.56
Transfer to a Michigan School	3	177	1.69
Transfer to Other States/Countries	3	177	1.69
Suspended	1	177	0.56
Other (Voluntary)	3	177	1.69
Total	28		15.79

Continued Education: 7 students (3.95%) Discontinued Education: 21 students (11.84%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	39	406	9.60
Night School	25	406	6.16
Transfer to a Michigan School	21	406	5.17
Transfer to Other States/Countries	6	406	1.48
Lost to Institutions (Except Youth Home)	9	406	2.22
Moved/Cannot Locate	15	406	3.69
Suspended	1	406	0.25
Overage	8	406	1.97
Other (Voluntary)	9	406	2.22
Total	133		22.76

Continued Education: 52 students (12.81%) Discontinued Education: 81 students (19.95%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	24	181	13.26
Night School	1	181	0.55
Transfer to a Michigan School	7	181	3.87
Transfer to Other States/Countries	1	181	0.55
Other (Voluntary)	3	181	1.65
Total	36		19.88

Continued Education: 9 students (4.97%) Discontinued Education: 27 students (14.91%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	35	446	7.85
Night School	13	446	2.91
Transfer to a Michigan School	12	446	2.69
Transfer to Other States/Countries	9	446	2.02
Lost to Institutions (Except Youth Home)	1	446	0.22
Moved/Cannot Locate	51	446	11.44
Suspended	1	446	0.22
Overage	10	446	2.24
Other (Voluntary)	10	446	2.24
Total	142		31.83

Continued Education: 34 students (7.62%) Discontinued Education: 108 students (24.21%)

Boykin CEC*

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	31	6.45
Night School	1	31	3.23
Transfer to a Michigan School	1	31	3.23
Suspended	6	31	19.35
Other (Voluntary)	7	31	22.58
Total	17		54.84

Continued Education: 1 student (3.23%) Discontinued Education: 18 students (51.61%)

*Pregnant and Teen Mothers Center

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	144	0.69
Night School	1	144	0.69
Transfer to a Michigan School	5	144	3.48
Transfer to Other States/Countries	1	144	0.69
Moved/Cannot Locate	1	144	0.69
Other (Voluntary)	12	144	8.34
Total	21		14.58

Continued Education: 7 students (4.86%)

Discontinued Education: 12 students (8.33%)

APPENDIX C

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Beaubien Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	17	304	5.59
Transfer to a Michigan School	3	304	0.98
Transfer to Other States/Countries	1	304	0.33
Moved/Cannot Locate	12	304	3.95
Suspended	1	304	0.33
Other (Voluntary)	4	304	1.32
Total	38		12.50

Continued Education: 4 students (1.32%) Discontinued Education: 34 students (11.18%)

Hampton Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	13	157	8.28
Transfer to a Michigan School	1	157	0.64
Transfer to Other States/Countries	1	157	0.64
Other (Voluntary)	2	157	1.27
Total	17		10.83

Continued Education: 2 students (1.27%) Discontinued Education: 15 students (9.56%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	45	345	13.04
Night School	8	345	2.32
Transfer to a Michigan School	10	345	2.90
Transfer to Other States/Countries	8	345	2.32
Lost to Institutions (Except Youth Home)	2	345	0.58
Moved/Cannot Locate	3	345	0.87
Other (Voluntary)	2	345	0.58
Total	78		22.61

Continued Education: 26 students (7.54%) Discontinued Education: 52 students (15.07%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	27	210	12.86
Transfer to a Michigan School	6	210	2.86
Transfer to Other States/Countries	1	210	0.47
Other (Voluntary)	2	210	0.95
Total	36		17.14

Continued Education: 7 students (3.33%) Discontinued Education: 29 students (13.81%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	27	417	6.47
Night School	18	417	4.32
Transfer to a Michigan School	11	417	2.64
Transfer to Other States/Countries	3	417	0.72
Lost to Institutions (Except Youth Home)	1	417	0.24
Moved/Cannot Locate	30	417	7.19
Suspended	8	417	1.92
Overage	2	417	0.48
Other (Voluntary)	12	417	2.88
Total	112		26.86

Continued Education: 32 students (7.67%)   Discontinued Education: 80 students (19.19%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	22	9.09
Transfer to a Michigan School	2	22	9.09
Suspended	3	22	13.63
Other (Voluntary)	6	22	27.28
Total	13		59.09

Continued Education: 2 students (9.09%)   Discontinued Education: 11 students (50.00%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	155	0.64
Transfer to a Michigan School	6	155	3.88
Transfer to Other States/Countries	2	155	1.29
Other (Voluntary)	5	155	3.22
Total	14		9.03

Continued Education: 8 students (5.16%) Discontinued Education: 6 students (3.87%)

APPENDIX D

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Beaubien Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	287	0.35
Transfer to a Michigan School	6	287	2.10
Transfer to Other States/Countries	2	287	1.40
Moved/Cannot Locate	11	287	3.83
Suspended	0	287	0.00
Other (Voluntary)	1	287	0.35
Total	21		7.32

Continued Education: 9 students (3.14%) Discontinued Education: 12 students (4.18%)

Hampton Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	161	0.62
Transfer to a Michigan School	1	161	0.62
Transfer to Other States/Countries	1	161	0.62
Other (Voluntary)	0	161	0.00
Total	3		1.86

Continued Education: 2 students (1.24%) Discontinued Education: 1 students (0.62%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Overage	1	293	0.34
Night School	4	293	1.37
Transfer to a Michigan School	3	293	1.02
Transfer to Other States/Countries	1	293	0.34
Lost to Institutions (Except Youth Home)	2	293	0.68
Moved/Cannot Locate	13	293	4.44
Suspended	2	293	0.68
Other (Voluntary)	3	293	1.02
Total	29		9.89

Continued Education: 8 students (2.73%)　　Discontinued Education: 21 students (7.17%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	10	167	5.99
Transfer to a Michigan School	4	167	2.40
Transfer to Other States/Countries	0	167	0.00
Other (Voluntary)	0	167	0.00
Total	14		8.39

Continued Education: 4 students (2.40%)　　Discontinued Education: 10 students (5.99%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	312	0.00
Night School	0	312	0.00
Transfer to a Michigan School	4	312	1.38
Transfer to Other States/Countries	3	312	0.96
Lost to Institutions (Except Youth Home)	1	312	0.32
Moved/Cannot Locate	1	312	0.32
Suspended	0	312	0.00
Overage	0	312	0.00
Other (Voluntary)	1	312	0.32
Total	10		3.20

Continued Education: 7 students (2.24%) Discontinued Education: 3 students (0.96%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	25	4.00
Transfer to a Michigan School	2	25	8.00
Overage	1	25	4.00
Moved/Cannot Locate	1	25	4.00
Total	5		20.00

Continued Education: 3 students (12.00%) Discontinued Education: 2 students (8.00%)

Barsamian Prep. Center

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	14	7.14
Transfer to a Michigan School	3	14	21.43
Transfer to Other States/Countries	0	14	0.00
Other (Voluntary)	0	14	0.00
Total	4		28.57

Continued Education: 4 students (28.57%) Discontinued Education: 0 students (0.00%)

APPENDIX E

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Beaubien Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%) Discontinued Education: 0 students (0.00%)

Hampton Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%) Discontinued Education: 0 students (0.00%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	25	195	12.82
Night School	76	195	38.97
Transfer to a Michigan School	6	195	3.08
Transfer to Other States/Countries	5	195	2.56
Moved/Cannot Locate	8	195	4.10
Overage	4	195	2.05
Other (Voluntary)	13	195	6.67
Total	137		70.25

Continued Education: 87 students (44.62%) Discontinued Education: 50 students (25.63%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	41	213	19.25
Night School	1	213	0.46
Transfer to a Michigan School	3	213	1.41
Transfer to Other States/Countries	3	213	1.41
Moved/Cannot Locate	3	213	1.41
Overage	5	213	2.35
Other (Voluntary)	9	213	4.23
Total	65		30.52

Continued Education: 7 students (3.29%) Discontinued Education: 58 students (27.23%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	193	11.92
Night School	21	193	10.88
Transfer to a Michigan School	6	193	3.11
Transfer to Other States/Countries	2	193	1.04
Lost to Institutions (Except Youth Home)	1	193	33.15
Moved/Cannot Locate	64	193	0.52
Suspended	3	193	1.55
Overage	11	193	5.70
Other (Voluntary)	8	193	4.15
Total	139		72.02

Continued Education: 29 students (15.02%) Discontinued Education: 110 students (57.00%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	20	5.00
Transfer to a Michigan School	1	20	5.00
Moved/Cannot Locate	1	20	5.00
Overage	5	20	25.00
Suspended	6	20	30.00
Total	14		70.00

Continued Education: 1 student (5.00%) Discontinued Education: 13 students (65.00%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	7	19	36.84
Moved/Cannot Locate	4	19	10.53
Total	11		47.37

Continued Education: 7 students (36.84%) Discontinued Education: 4 students (21.05%)

APPENDIX F

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Beaubien Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%) Discontinued Education: 0 students (0.00%)

Hampton Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%) Discontinued Education: 0 students (0.00%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	56	223	25.11
Night School	17	223	7.62
Transfer to a Michigan School	2	223	0.90
Transfer to Other States/Countries	2	223	0.90
Lost to Institutions (Except Youth Home)	4	223	1.79
Moved/Cannot Locate	4	223	1.79
Overage	2	223	0.90
Other (Voluntary)	7	223	3.14
Total	94		42.15

Continued Education: 21 students (9.42%) Discontinued Education: 73 students (32.73%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	72	31.94
Transfer to a Michigan School	3	72	4.17
Transfer to Other States/Countries	1	72	1.39
Other (Voluntary)	2	72	2.78
Total	29		40.28

Continued Education: 4 students (5.56%) Discontinued Education: 25 students (34.72%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	33	234	14.10
Night School	16	234	6.84
Transfer to a Michigan School	6	234	2.57
Transfer to Other States/Countries	3	234	1.28
Moved/Cannot Locate	40	234	17.09
Suspended	4	234	1.71
Overage	9	234	3.85
Other (Voluntary)	8	234	3.42
Total	119		50.86

Continued Education: 25 students (10.69%) Discontinued Education: 94 students (40.17%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	30	10.00
Night School	2	30	6.67
Overage	13	30	43.33
Suspended	2	30	6.67
Total	20		66.67

Continued Education: 0 student (0.00%) Discontinued Education: 20 students (66.67%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	10	19	52.63
Other (Voluntary)	1	19	5.26
Total	11		52.63

Continued Education: 10 students (52.63%) Discontinued Education: 1 student (5.26%)

APPENDIX G

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Barsamian Prep Center

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	6	49	12.24
Transfer to a Michigan School	1	49	2.04
Total	7		14.28

Continued Education: 1 students (2.04%)   Discontinued Education: 6 students (12.24%)

Central High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	4	238	1.68
Night School	16	238	6.72
Transfer to a Michigan School	6	238	2.52
Transfer to Other States/Countries	1	238	0.42
Lost to Institutions (Except Youth Home)	2	238	0.84
Moved/Cannot Locate	6	238	2.52
Overage	5	238	2.10
Other (Voluntary)	5	238	2.10
Total	45		18.90

Continued Education: 23 students (9.66%)   Discontinued Education: 22 students (9.24%)

Mumford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	6	49	12.24
Transfer to a Michigan School	1	49	2.04
Transfer to Other States/Countries	0	49	0.00
Other (Voluntary)	0	49	0.00
Total	7		14.28

Continued Education: 1 students (2.04%) Discontinued Education: 6 students (12.24%)

Northern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Night School	0	147	0.00
Transfer to a Michigan School	2	147	1.36
Transfer to Other States/Countries	0	147	0.00
Moved/Cannot Locate	0	147	0.00
Suspended	0	147	0.00
Overage	5	147	3.40
Other (Voluntary)	0	147	0.00
Total	7		4.76

Continued Education: 2 students (1.36%) Discontinued Education: 5 students (3.40%)

Boykin CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	2	15	13.33
Overage	1	15	6.67
Moved/Cannot Locate	3	15	20.00
Total	6		40.00

Continued Education: 2 student (13.33%)   Discontinued Education: 4 students (26.67%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	1	100.00.
Total	1		100.00

Continued Education: 1 students (100.00%)   Discontinued Education: 0 student (0.00%)

APPENDIX H

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Barsamian Prep. Center

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	2	3	66.67
Other (Voluntary)	0	3	0.00
Total	2		66.67

Continued Education: 1 students (66.67%)   Discontinued Education: 0 students (0.00%)

Central High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	221	0.00
Night School	3	221	1.36
Transfer to a Michigan School	3	221	1.36
Transfer to Other States/Countries	2	221	0.90
Lost to Institutions (Except Youth Home)	1	221	0.45
Moved/Cannot Locate	0	221	0.00
Overage	1	221	045
Other (Voluntary)	1	221	0.45
Total	11		4.97

Continued Education: 8 students (3.61%)   Discontinued Education: 3 students (1.36%)

Mumford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	21	621	3.38
Transfer to a Michigan School	4	621	0.64
Transfer to Other States/Countries	2	621	0.32
Moved/Cannot Locate	1	621	0.16
Total	28		4.50

Continued Education: 6 students (0.96%) Discontinued Education: 22 students (3.54%)

Northern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	277	0.00
Night School	2	277	0.72
Transfer to a Michigan School	0	277	0.00
Transfer to Other States/Countries	2	277	0.72
Lost to Institutions (Except Youth Home)	1	277	0.36
Moved/Cannot Locate	12	277	4.33
Suspended	1	277	0.36
Overage	1	277	0.36
Other (Voluntary)	0	277	0.00
Total	19		6.85

Continued Education: 4 students (4.33%) Discontinued Education: 15 students (5.41%)

Boykin CEC

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	43	2.33
Transfer to a Michigan School	1	43	2.33
Moved/Cannot Locate	1	43	2.33
Overage	9	43	20.93
Total	12		27.92

Continued Education: 2 students (4.66%)   Discontinued Education: 10 students (23.27%)

Other Schools

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	121	0.00
Transfer to a Michigan School	1	121	0.83
Transfer to Other States/Countries	0	121	0.00
Other (Voluntary)	0	121	0.00
Total	1		0.83

Continued Education: 1 students (0.83%)   Discontinued Education: 0 students (0.00%)

APPENDIX I

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Barsamian Prep. Center

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	3	0.00
Night School	0	3	0.00
Transfer to a Michigan School	1	3	33.33
Transfer to Other States/Countries	0	3	0.00
Other (Voluntary)	0	3	0.00
Total	1		33.33

Continued Education: 1 students (33.33%) Discontinued Education: 0 students (0.00%)

Central High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	143	0.00
Night School	0	143	0.00
Transfer to a Michigan School	1	143	0.70
Transfer to Other States/Countries	2	143	1.40
Lost to Institutions (Except Youth Home)	0	143	0.00
Moved/Cannot Locate	1	143	0.70
Suspended	0	143	0.00
Overage	1	143	0.70
Other (Voluntary)	0	143	0.00
Total	5		3.50

Continued Education: 3 students (2.10%) Discontinued Education: 2 students (1.40%)

Mumford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	28	517	5.42
Night School	0	517	0.00
Transfer to a Michigan School	7	517	1.35
Transfer to Other States/Countries	0	517	0.00
Other (Voluntary)	0	517	0.00
Total	35		6.77

Continued Education: 7 students (1.35%) Discontinued Education: 28 students (5.42%)

Northern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1	237	0.42
Night School	0	237	0.00
Transfer to a Michigan School	1	237	0.42
Transfer to Other States/Countries	0	237	0.00
Lost to Institutions (Except Youth Home)	0	237	0.00
Moved/Cannot Locate	0	237	0.00
Suspended	0	237	0.00
Overage	2	237	0.84
Other (Voluntary)	2	237	0.84
Total	6		2.52

Continued Education: 1 students (0.42%) Discontinued Education: 5 students (2.10%)

Boykin CEC*

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	34	2.94
Transfer to a Michigan School	1	34	2.94
Overage	3	34	8.82
Suspended	1	34	2.94
Moved/Cannot Locate	6	34	17.65
Other (Voluntary)	1	34	2.94
Total	13		38.23

Continued Education: 4 student (11.76%)   Discontinued Education: 9 students (26.47%)

Other Schools

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	136	0.00
Night School	0	136	0.00
Transfer to a Michigan School	2	136	1.47
Transfer to Other States/Countries	1	136	0.74
Moved/Cannot Locate	2	136	1.47
Other (Voluntary)	5	136	3.68
Total	10		7.36

Continued Education: 3 students (2.20%)   Discontinued Education: 7 students (5.14%)

*Pregnant and Teen Mothers Center

APPENDIX J

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Barsamian Prep. Center

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	1	0.00
Night School	0	1	0.00
Transfer to a Michigan School	1	1	100.00
Transfer to Other States/Countries	0	1	0.00
Other (Voluntary)	0	1	0.00
Total	1		100.00

Continued Education: 1 students (100.00%)   Discontinued Education: 1 students (0.00%)

Central High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	72	0.00
Night School	7	72	9.72
Transfer to a Michigan School	1	72	1.39
Transfer to Other States/Countries	3	72	4.17
Moved/Cannot Locate	0	72	0.00
Overage	0	72	0.00
Other (Voluntary)	0	72	0.00
Total	11		15.28

Continued Education: 11 students (100%)   Discontinued Education: 0 students (0.00%)

Mumford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	14	229	6.11
Night School	0	229	0.00
Transfer to a Michigan School	0	229	0.00
Transfer to Other States/Countries	0	229	0.00
Other (Voluntary)	1	229	0.44
Total	15		6.55

Continued Education: 0 students (0.00%) Discontinued Education: 15 students (100%)

Northern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	2	97	2.06
Transfer to a Michigan School	1	97	1.03
Transfer to Other States/Countries	0	97	0.00
Moved/Cannot Locate	11	97	11.34
Suspended	1	97	1.03
Overage	0	97	0.00
Other (Voluntary)	0	97	0.00
Total	15		15.46

Continued Education: 3 students (3.09%) Discontinued Education: 12 students (12.37%)

Boykin CEC*

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	15	0.00
Night School	2	15	13.33
Transfer to a Michigan School	0	15	0.00
Suspended	1	15	6.67
Overage	8	15	53.33
Total	11		73.33

Continued Education: 2 student (13.33%) Discontinued Education: 9 students (60.00%)

*Pregnant and Teen Mothers Center

APPENDIX K

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Barsamian Prep. Center

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	2	0.00
Night School	0	2	0.00
Transfer to a Michigan School	1	2	50.00
Transfer to Other States/Countries	0	2	0.00
Other (Voluntary)	0	2	0.00
Total	1		50.00

Continued Education: 1 students (100%) Discontinued Education: 0 students (0.00%)

Central High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	135	0.00
Night School	12	135	8.89
Transfer to a Michigan School	2	135	1.48
Transfer to Other States/Countries	2	135	1.48
Moved/Cannot Locate	4	135	2.96
Overage	4	135	2.96
Other (Voluntary)	0	135	0.00
Total	24		17.77

Continued Education: 16 students (11.85%) Discontinued Education: 8 students (5.92%)

Mumford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	13	28	46.43
Night School	0	28	0.00
Transfer to a Michigan School	0	28	0.00
Transfer to Other States/Countries	0	28	0.00
Other (Voluntary)	0	28	0.00
Total	13		46.43

Continued Education: 0 students (0.00%)   Discontinued Education: 13 students (46.43%)

Northern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1		1.47
Night School	0		0.00
Transfer to a Michigan School	1		1.47
Transfer to Other States/Countries	0		0.00
Lost to Institutions (Except Youth Home)	0		0.00
Moved/Cannot Locate	1		1.47
Overage	2		2.94
Other (Voluntary)	1		1.47
Total	6		8.82

Continued Education: 2 students (2.94%)   Discontinued Education: 4 students (5.88%)

Boykin CEC*

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	9	0.00
Night School	1	9	11.11
Transfer to a Michigan School	0	9	0.00
MovedCannot Locate	3	9	33.33
Other (Voluntary)	0	9	0.00
Total	4		44.44

Continued Education: 1 student (11.11%) Discontinued Education: 3 students (33.33 %)

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*Pregnant and Teen Mothers Center

APPENDIX L

Literature Review and Bibliography Sources

LITERATURE REVIEW

Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school
- At the classroom level, the instructional approaches and curriculum content
- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel
- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see as the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements......that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the culture and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.

- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.

- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)

- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.

- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.

- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.

- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.

- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (enhancing his/her generic self-esteem), but also focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general, although by no means complete, agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-esteem requires greater focus and effort upon the part of the counselor.

Six action steps are suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.
- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)
- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.
- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.
- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.
- Above all else, act upon the conviction that self-esteem is a disposition to know oneself as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management
- offer students choices in instructional settings
- reward students for attaining "personal best" goals
- foster teamwork through group learning and problem-solving experiences

- replace social comparisons of achievement with self-assessment and evaluation techniques

- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

Johnson and Johnson (1997) recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnsons believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting

- Developing an interpersonal, interdependent relationship with someone in school

- Reviewing basic math and reading skills without the stigma of remedial education

- Active involvement in the learning process

- Providing individualized instruction to younger students

- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approachers to discipline:

- increase a student's self-esteem
- allow the student to feel valued
- encourage the student to feel cooperative
- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her
- motivate the student to change his/her strategy rather than to blame others
- help the student to take initiative, relate successfully to others, and solve problems

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced
- students did not believe in the rules
- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
- teacher-administration cooperation was poor or the administration inactive
- teachers tended to have punitive attitudes
- misconduct was ignored
- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, inservice training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1991) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

Researchers (1990) of the Office of Research, Evaluation and Assessment, New York City Board of Education, state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance
- Interview students regarding reasons for non-attendance
- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends' contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention–awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore (1991) suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings
- Smaller class size
- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;
- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;
- cooperative learning programs;
- extended-year programs, achieved in Florida because of funding constraints through summer school; and

- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds," stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barber and McLellan (1987) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

> "Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).
>
> "The collaboration with families is an important intervention strategy" (Willis, 1986).
>
> "Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school
- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration
- develop in each school a parent education program for expectant parents and parents of very young children
- develop a parent education program for parents of elementary age children
- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)
- develop monthly parents' workshops on topics of interest to parents
- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Berla, 1994). They also found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take a variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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